

Comprehensive School Safety Plan SB 187 Compliance Document

2024-2025 School Year

School: Star View Elementary School
CDS Code: 30-66613-6029706
District: Ocean View School District
Address: 15679 Newland Street
Westminster, CA 92683
Date of Review and Adoption 09.24.2024

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the Ocean View School District office.

Safety Plan Vision

What is a safe school?

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students’ affiliation and bonding to the school, support, and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

- -Taken from “Safe Schools: A Planning Guide for Action” California State Department of Education

Safe School Vision

Star View School believes students are prepared for responsible citizenship by fostering self-discipline and personal responsibility. Staff also believes that communicating high expectations for student behavior, implementing effective classroom management, and providing a safe, caring, inclusive environment can minimize the need for discipline and increase student learning.

Star View's diverse students participate in a safe, comprehensive, California Common Core State Standards-based program that meets their individual needs in a positive, child-centered, cooperative environment fostered by a dedicated, caring staff and supportive community.

"The Board of Trustees believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using District transportation."

- -OVSD Policy 5131

Components of the Comprehensive School Safety Plan

Star View Elementary School Safety Committee

Tomo Nakamura, Janice Calape, Holly Phu, Natalie Shay, Khoa Nguyen, Barri Williams Jill Schoch, Lara Fuller Buu Nguyen, Jeanne Bentley

Assessment of School Safety

Results from the OVSD LCAP Parent Survey administered in the Spring of 2023 indicate parents agree or strongly agree that: 100% of all families feel their child is receiving a high-quality education, 100% of the parents agree or strongly agree the school provides a safe physical environment, 100% believe the school offers a safe social and emotional environment, 100% of all parents strongly agree or agree that they know their child's school rules and reward system, and 100% agree or strongly agree that they know their child's discipline system leading to a safe school environment.

Results from the OVSD Student Climate Survey administered in the Spring of 2024 to second through fifth-grade students in Ocean View School District assisted with identifying school needs and guided the development of programs for students. According to the survey of Star View's 4th-5th graders, 64% of the students feel the teachers treat the students fairly, 76.8% of students think the adults care about them. Star View's 2nd-3rd graders shared that 83.4% felt adults are happy to see them, 96.7% felt adults want them to do well, and 88.3% felt teachers help them when someone is mean to them. Feedback from students regarding safety resulted in 78.4% of 4th-5th grade students reporting feeling safe at school, and 85.4% feel that bullying is not allowed. 89.1% of 2nd-3rd grade students reported feeling safe at school, and 88.3% felt teachers help when someone is mean to them. Star View suspended one student in 2023-2024, and most offenses leading to discipline involved student verbal or physical aggression to other students. Based on a school practice survey, Star View has established and maintains a positive school climate, provides early identification/intervention, proactively addresses potential behavioral issues, and effectively manages unanticipated behaviors. Information from the 2nd-5th Grade Climate Survey and Star View's discipline data was shared with the School Safety Plan committee and utilized in planning and implementing programs for Star View students.

Star View addresses positive school climate in several ways, including through classroom instruction focusing on the social and emotional development of the students. The School Climate team provides training, including demonstrations of effective strategies to enhance classroom and school climate through restorative practices. The principal, psychologist, social worker and school counselor meet bi-monthly to instruct and reinforce pro-social behaviors to support a positive school climate. Students are publicly acknowledged for demonstrating positive school traits weekly at a Friday Flag Ceremony.

Star View's positive climate is evident in a variety of areas. Our programs for students who are struggling academically are well-established school-wide. Though there are slight variances between classrooms in classroom management, all teachers received similar training through Positive Behavior Intervention and Supports (PBIS) and the Beginning Teachers Support and Assessment, called the "New Teacher Induction Program," early in their careers. Teachers work closely with the administration to provide consistent, school-wide discipline while meeting individual students' needs. Our school pride is promoted through regular school activities, weekly flag assemblies, and school spirit days. Our School Psychologist, Speech and Language Pathologist, and, when possible, Intern Counselor provide social skills training in small groups for students with identified needs.

Procedures for early identification and intervention are securely established. The School Success Team often serves as a planning and problem-solving team related to school behavior. Round Table (pre-SST) discussions and school Climate meetings discuss Tier 2 and Tier 3 students; behavioral plans, Individualized Education Plans (IEP), and Section 504 Plans provide specific procedures for addressing the behavioral needs of select students. Office referrals are monitored and analyzed to support students who may be at risk. Incidents of violence or disruption are minimal. Star View continues to provide appropriate alternatives to suspension and educate students through the school's comprehensive PBIS system, which is reviewed monthly by the school's PBIS team.

Star View's discipline policy, aligned to District policy, allows staff to respond to behavioral incidents effectively. Teachers review the school rules with students at the beginning of each year, and the administration holds an assembly to review the PBIS Matrix (see appendix). All students participate in a school-wide expectations tour of the campus to hear the behavioral expectations for critical locations of the school. New families receive a copy of Star View's Parent/Student Handbook, available on our website. Star View works closely with coordinating services and community agencies to support students and families.

SUMMARY OF SUSPENSIONS

Year 2023-24

of Students Suspended: 1

Reference: Ed. Code 32281

Strategies and Programs to Provide and Maintain a High Level of Safety

Star View Elementary School has a high standard for student behavior aligned to our PBIS expectations. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Behavioral expectations are clearly explained and consistently enforced. Parents and students are informed of discipline policies through the Student/Parent Handbook, assemblies, announcements, websites, and updates.

Star View Elementary School's discipline philosophy centers on positive behavior and good character. The STAR "virtue" model (Be Safe, Be a team player, Be an achiever, Be respectful and responsible) serves as a focus in instruction and is reinforced daily by teachers, staff, and administration in addition to weekly flag assemblies that recognize the character trait of the month, and bimonthly opportunities for students who have collected their Star Tickets and want to redeem their Star Tickets. Teachers reinforce the STAR virtues in the classroom, in addition to their own rules and expectations. Student Council promotes activities that will strengthen cooperation, respect, and community support or service.

A variety of support processes/programs are available. Select students have personalized behavioral support plans. Students receive recognition monthly for Student of the Month in each class for STAR virtues and Trimester Awards for academic achievement, academic effort, sportsmanship, and citizenship. Students receive recognition in newsletters, phone calls home, and postcards mailed to notify families of "STAR" behavior and achievement of goals. An anti-bullying program is ongoing, where students will learn the definition of bullying and anti-bullying strategies to be reinforced in the classroom to be "upstanders" rather than "bystanders." The Student Success Team meets weekly to address the needs of particular students. The principal and counselor provide social skills groups for identified students who need extra support or reinforcement. Reading help, language intervention, skills development, and enrichment activities are provided by certified staff for students, as recommended during the SST process. The School Attendance Review Board process supports and encourages student attendance, with the principal calling home to offer support. Star View's Parent Teacher Organization (PTO) supports field trips and special programs. School administrators have been trained to conduct threat assessments to determine the possibility of and level of a threat to others and the steps to take at each threat level to maintain the safety of all persons at school. The School Resource Officer is available to assist with unsafe situations at schools. Other school/community partnerships provide rewards to motivate students or assistance with special projects or events.

(A) Child Abuse Reporting Procedures

All school staff actively monitors the safety and welfare of all students. Staff understands their responsibility as childcare custodians and immediately reports all cases of known and suspected child abuse.

Ocean View School District provides annual training to all mandated reporters using an online training module approved by the State Department of Social Services. Mandated reporters complete the training at the beginning of each school year or within six weeks of their initial employment. The training covers child abuse and neglect detection, mandated reporting requirements and procedures, and notice of repercussions of failure to report an incident of known or reasonably suspected child abuse or neglect.

Employees who are mandated reporters are obligated to report all known or suspected incidents of child abuse and neglect to the proper authorities immediately, or as soon as practicably possible by phone. A written report must be filed with the appropriate agency within 36 hours of the phone call report. Mandated reporters shall not investigate any suspected incidents, but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting.

References: OVSD Board Policy 5141.4, AB 1432, Ed. Code 44691, Penal Codes 11166, 11165.7, 11166.5

(B) Disaster Procedures

Disaster Plan

In case of a disaster, an emergency plan is in place. All staff members are knowledgeable of the plan and are aware of their individual responsibilities. All staff members have been divided into emergency teams which include Search and Rescue, First Aid, Student Supervision, Student Release, Security/Damage Assessment, and Control Center. All schools hold fire drills in compliance with CA Ed Code and enter drill information into our emergency Management System in Raptor. Lockdown and shelter-in-place drills are conducted according to staff and student Run, Hide, and Fight training. Earthquake drills are held throughout the school year and in October as part of the Great ShakeOut. A complete copy of the school disaster preparedness plan is located in the appendix. Star View's School Emergency Plan encompasses a wide range of possible emergency situations and is aligned to the SEMS procedures.

- -Reference: OVSD Board Policy 6114, ED Code 35295-35297, Gov, Codes 8607, 3100

Adaptations for Students with Disabilities**Public Agency Use of School Buildings for Emergency Shelters**

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The District or county office shall cooperate with the public agency in furnishing and maintaining the services as the District or county office may deem necessary to meet the needs of the community.

Reference: OVSD Board Policy 6114, Ed. Code 32282

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

In adherence to district policy 5144.1(a), it is the policy of the governing board to allow suspension or recommend expulsion only when other means of correction fail to bring about proper conduct. However, a pupil may be suspended for any of the reasons enumerated in Policy 5144.1 and upon a first offense, if the principal of the school at which the student attends determines that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

A school conference is held with the student and an administrator to discuss the student's offense. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student. If necessary, a principal's conference may be scheduled before the end of the suspension period to discuss terms of returning to school with a behavior contract or to consider further disciplinary action, including recommending expulsion. If the principal decides to recommend expulsion, the student and parent are also notified verbally and in writing. Following such a decision, the Student Services office will contact the parent to discuss the student's placement while waiting for the case to be acted on at the District level.

Offenses that result in mandatory suspension and referral for expulsion (EC 48915) with the principal having no ability to make an exception include:

1. Possession/selling/furnishing a firearm at school or an after school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code.
4. Committing/attempting to commit a sexual assault/battery as defined in E.C. 48900(n).
5. Possession of an explosive.

The appropriate law enforcement agency will be notified of students in violation of these acts.

School officials will also notify appropriate law enforcement authorities when students violate Penal Code 245 which deals with assault with a deadly weapon, instrument or firearm or violation of EC 48900(c) (unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of an enumerated controlled substance, alcoholic beverage, or intoxicant); or EC48900(d) (unlawfully offered, arranged, or negotiated to sell an enumerated controlled substance, alcoholic beverage, or intoxicant, and either sold, delivered, or otherwise furnished to a person another liquid, substance or material and represented it as a controlled substance, alcoholic beverage, or intoxicant).

Law enforcement authorities will be notified of any acts of a student that may involve the possession of narcotics or of a controlled substance, or a violation of Penal Code 626.10 (Gun Free School Zone Act) or section 626.10 (bringing or possessing certain knives, blades, tasers, stun guns, and instruments that expel a metal projectile while on school grounds).

School officials will report any act specified in paragraph (1) or (5) of EC48915(c) committed by either a student or nonstudent. Specifically, possessing, selling or otherwise furnishing a firearm and possession of an explosive must be reported to the appropriate law enforcement agency.

School officials may inspect school property and may search students, desks, and/or other personal property when they have reasonable suspicion, based on objective facts, that a student is violating or has violated a school rule, regulation, or statute. The scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

- -References: OVSD Board Policies 5144.1, 5144.2, Ed. Codes 48900(c), 48900(d), Penal Code 626.10

(D) Procedures to Notify Teachers of Dangerous Pupils

Teachers are notified of student suspensions as they occur. Additionally, teachers are informed at the start of each school year via an email from the principal of each student in their class who has engaged in, or is suspected to have engaged in, any of the acts in 48900 (except "h"), 48900.3, 48900.4 and 48900.7. Students who are identified as dangerous pupils are flagged in the database system and teachers are notified about how to review the discipline information on students. Teachers are also notified that the information provided regarding students is for teacher knowledge only and is not to be further disseminated.

Reference: Ed. Code 49079

(E) Discrimination, Harassment and Sexual Harassment Policies

Nondiscrimination/Harassment

Discrimination, harassment, intimidation and bullying of any student based upon the student's disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics is prohibited.

Prohibited discrimination, harassment, intimidation or bullying includes physical, verbal, nonverbal or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation shall be subject to appropriate discipline, up to and including, counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including, dismissal.

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying, should immediately contact the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the principal or staff member, whether or not the victim files a complaint. When finding that harassment has occurred, the principal or staff member shall take prompt, appropriate action to end the harassment and address its effects on the victim.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying, shall immediately report the incident to the principal, whether or not the victim files a complaint. In addition, the employee shall immediately intervene when safe to do so.

Reference: OVSD Board Policy 5145.3

(E) Sexual Harassment Policies

Sexual harassment of any student or employee by another person is prohibited. OVSD Board Policy 4119.11 and 5145.7 prohibits sexual harassment of employees and students. School rules also prohibit sexual harassment.

Students are directed to immediately report incidents of sexual harassment to an administrator or teacher. All complaints and allegations of sexual harassment shall be kept confidential, except as necessary to carry out the investigation or take other subsequent necessary action. A school administrator will determine an appropriate course of action for each complaint. Actions may include the following:

1. Student counseling and education, when appropriate.
2. Parent notification, when appropriate.
3. A report to the police or Child Protective Services as appropriate or required by law.
4. Student disciplinary actions may include suspension, placing on a behavior contract, other appropriate means of corrections, or a recommendation for expulsion.

The District shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including publicizing the District sexual harassment policy in notifications sent to parents/guardians and staff at the beginning of the school year.

Students, and/or their parents, can use the District's Uniform Complaint Procedure to file a formal complaint of sexual harassment. Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint, with any school employee. Within 24 hours of receiving the complaint, the school employee shall report it to the District Coordinator or Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

References: OVSD Board Policies 4119.11, 5145.7

(F) School-wide Dress Code Relating to Gang-Related Apparel

The expression of a student's uniqueness and individuality by means of the student's dress is sanctioned by the governing board as being consistent with stated purposes of the school. Restrictions on freedom of student dress will be imposed whenever the mode of dress in question is:

1. Unsafe either for the student or those around the student.
2. Disruptive of school operations and the education process in general.
3. Contrary to law.

Star View parents are encouraged to ensure the children are dressed appropriately for all on campus and off campus school activities and their clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The school principal or staff may establish a dress code that prohibits students from wearing gang related apparel as gang related apparel is considered hazardous to the health and safety of the school environment.

Clothing, jewelry and personal items shall be free of writing, pictures or any other insignia which is vulgar, lewd, obscene, profane or sexually suggestive, or which promotes the use of drugs, alcohol or tobacco or other illegal activity, or which is deemed inappropriate. Such articles will be held in the school office and loaner clothing will be provided as necessary.

Shoes must be worn at all times. Backless shoes or sandals are not acceptable.

Hats and caps may be worn outdoors only. Hoods shall not be worn at school; indoors or outdoors.

Clothes shall be sufficient to cover undergarments at all times. Spaghetti straps or strapless shirts and dresses are not allowed. All clothing must cover the back and midriff during all school activities (think raising your hand in class and bending to pick up items). See through fabric is not allowed. Shorts and pants must fit securely at the waist. Shorts must have at least a three inch inseam and skirts and dresses must be mid thigh in length. Pajama wear is not allowed at school. Students will be notified when dress code policies will not be enforced for Spirit Days.

The Superintendent or designee may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

References: OVSD Administrative Regulation 5132, Ed. Code 35183

(G) Internet Safety

Ocean View School District is compliant with the Children's Internet Protection Act (CIPA), a federal law that imposes the following regulations over schools and libraries participating in the ERate program. The District has adopted and enforces an Internet Safety Policy and has put in place technology protection measures for all students.

Technology Protection Measures include a web content filtering system to block or filter Internet access to

- (a) pictures that are obscene,
- (b) pornography, or
- (c) items harmful to minors (for computers that are accessed by minors) meeting CIPA requirements.

All Internet Services pass through one connection at the District Office and is then distributed to individual school sites for ease of monitoring.

Internet Safety Policies (Ocean View School District Acceptable Use Agreement, or AUA) have been adopted and implemented for the District. The Student AUA for Electronic Resources has students agree to an Internet Code of Conduct governing the use of technology for educational purposes. Internet Safety Policy addresses the six requirements of CIPA:

1) Access by minors to inappropriate matter of the Internet is blocked by technology protection measures. District responses to student violations are enumerated in the Internet Safety Policy.

2) Safety and security of minors when using direct forms of electronic communication such as electronic mail and social media is maintained by web content filtering. Students do not have District e-mail accounts. E-mail accounts are provided to staff only. Staff is responsible for the use and supervision of their accounts.

3) Unauthorized access, including so-called "hacking" and other unlawful activities by minors is prohibited. Cyber-bullying and cyber-threats are unlawful activities. Cyber-bullying is being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the Internet or other digital technologies. Cyber-threats are either direct threats or distressing material that raises concerns that a young person may be considering committing an act of violence against another or self. Parent and police involvement may be deemed appropriate. Students are disciplined for unlawful acts. (Board Policy 5144.1). The Student AUA states, "I understand that the use of information system is a privilege, not a right and inappropriate use will result in cancellation of privileges."

4) Unauthorized disclosure, use and dissemination of personal information regarding minors are enforced. No confidential documents are authorized to be sent by e-mail. No student information is released without proper permission. The Student AUA states, "Maintain your own privacy. Don't give out personal information, such as your address, phone number, etc."

5) The Internet Safety Policy outlines measures designated to restrict minors' access to materials that are harmful to minors. In addition to the listed technology protection measures, staff should report any objectionable Internet sites URL (Universal Resource Locator) to the Director of Information Technology and/or designee as soon as possible.

6) Both Student/Employee AUAs accept personal responsibility for reporting any misuse of the network to the administrator in charge. Misuse includes any message/material that is pornographic, unethical, racist, or uses inappropriate language. Exhibit 6162.7 states, "All District personnel involved in the use of technology will read and adhere to the ethical, legal, and practical guidelines set out in the District's Employee Acceptable Use Agreement for Electronic Resources."

- -Reference: OVSD Board Policy 6163.4

(H) Counseling Services

Counseling services are available to all students through teacher referral, Student Study Team referral, and parent request. A school counselor, intern counselors, school psychologists or Licensed Clinical Social Workers are available to all students in Ocean View School District. Outside referrals for counseling and related services are available to families. School counseling services or Critical Incident Team services are also provided as needed to students when critical incidents affecting students and/or staff occur, or when students have witnessed a violent act occurring during school hours, school related events, or going to or from school.

(I) Critical Incident Stress Management (CISM)

District teams have been identified and trained to assist when a critical incident occurs. A critical incident is a significant event that impacts a school. This event is outside the norm such as a serious injury or death of a staff

member or student, suicide, or an event that generated excessive media. CISM provides emotional and/or psychological triage in response to an abnormal event as well as a structured response to help manage stress and prevent post traumatic stress. (see Appendix for Critical Incident Response Protocol)

(J) Bully Prevention

The Ocean View School District has established policies related to bully prevention. The Board of Trustees believes that all students are entitled to a safe and a positive learning environment free from disruptions, unlawful discrimination, and bullying. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on District transportation.

The District prohibits bullying as defined in this policy. This includes, but is not limited to, unlawful discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code Section 422.55 and Education Code Section 220, disability, gender, gender identity, gender expression, nationality, race, ethnicity, immigration status, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in Section 48900.2, 48900.3, or 48900.4 directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable student or students in fear of harm to that student's or those students' person or property;
- (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health;
- (c) Causing a reasonable student to experience substantial interference with his or her academic performance;
- (d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying/Cyberbullying

The Board of Trustees desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct. "Cyberbullying" includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.

Any employee who has knowledge of unlawful discrimination, harassment, intimidation, or bullying, shall inform the site administrator of the concern as soon as possible. The site administrator shall notify the Superintendent or designee within 24 hours. Students who have knowledge of unlawful discrimination, harassment, intimidation, or bullying are encouraged to inform a teacher or school administrator as soon as possible.

Students and parents may make such complaints by submitting a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may submit the complaint anonymously. Due to the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated. The Superintendent or designee may establish other processes for students to submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten District property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance.

Any student who engages in cyberbullying using District-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance shall be subject to discipline in accordance with District policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Star View staff reviews positive behavior at the start of each year, and then we review behavior data each month. Star View participates in Positive Behavioral Intervention and Support (PBIS) to promote good behavior, positive character traits, and excellent citizenship. PBIS strategies promote consistent behavioral expectations from T- kindergarten through fifth grade. Behavioral expectations are taught, regularly reinforced and posted in each classroom. Conflict management skills are also taught throughout the school and reinforced in the classroom. Star View has a conflict resolution plan in place (Stop-Think-Act-Reflect). Students are recognized monthly for earning the STAR Student of the Month and at trimester awards assemblies for displaying STAR attitudes and behaviors. An anti-bullying assembly is presented to students, and character traits and behaviors are modeled school-wide during Bully Prevention Week. The Character of the Month traits are explicitly discussed in class, in our newsletters, and every Friday at a flag ceremony, and role models are recognized. The importance of kindness and bully prevention strategies is reinforced throughout the year for students in grades 1-5, and discussed in a Monday announcement by the student council and the principal. Red Ribbon Week is celebrated with the PTO, where students focus on a topic for each day to promote healthy living. Additionally, as a follow-up, character-building lessons are provided to small and large groups of students as needed (Tier 2) or in the classrooms.

References: OVSD Board Policy 5131.2, Penal Code 422.55

(K) Infectious Disease

Communicable Diseases

The Governing Board recognizes its dual responsibility to protect the health of students from risks posed by infectious diseases and to uphold the right of students to a free and appropriate education. The District requires all staff to routinely observe universal precautions to prevent exposure to bloodborne pathogens and prevent the spread of all infectious disease. The District shall exclude students only in accordance with the law.

Any child suspected of having a communicable disease will be examined by the school nurse or other designated individual. If the school nurse or other designated individual indicates that the child is thought to have a communicable disease, he/she shall be excluded from school until a doctor's note stating the child is no longer contagious is provided.

The Board recognizes that Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) are bloodborne pathogens and not casually transmitted. Children with bloodborne pathogen infections are entitled to attend school and receive a free and appropriate public education. The sole presence of bloodborne pathogens is not sufficient reason to exclude students from attending school.

Parent/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parent/guardian and physician to minimize the child's exposure to other diseases in the school setting.

Ocean View School District follows the Orange County Health Care Agency (OCHCA) guidance for providing updated information to parents when students have COVID-19 like symptoms or are suspected of having COVID-19.

Reference: OVSD Board Policy 5141.22

(L) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School

Students are not allowed on campus prior to 8:15 AM. Students arriving by district buses or other community child care transportation enter and exit along the "buses only" curb by the gate facing Newland Street. Students walking to school towards the back of the school enter the central gate in the back, following the sidewalk along the school's parking lot off of Worthy Drive. Students being dropped off by car must enter the front of the school and are dropped off in the drop-off lane in the front parking lot off of Newland Street. Students then proceed directly to the supervised lunch location through the central gate. Students and parents crossing the parking lot are asked to travel with caution.

A safe egress/ingress map with a parking lot flow chart is on our webpage and is given to every family prior to registration day. It is also posted on our website and will be emailed to parents twice a year.

After school, buses pick students up from the "buses only" area at the end of the lane off Newland. Cones to indicate this area are placed for easy visibility. At the front of the school, parents wait for students outside of the center gate in the front of the school off of Newland Street. All parents may park and walk to the front gate for personal pick-up. TK and Kindergarten students are walked and dismissed to the front of the school by a staff member to a parent or guardian waiting outside the gate.

Gates are locked to the outside before 8:15 and after 8:45 each morning. Students exiting at 2:35 (TK-3), 3:35 (4-5), or 1:05 (all students on Wednesdays) pass through the gates, which are unlocked from the inside but remain locked to the outside.

The principal and school members have met with a Safe Routes to School consultant, the Westminster Planning Department, and a member of the Orange County Transportation Department along with community members to prioritize strategies and identify safety solutions to communicate a safe ingress and egress plan for a new school site. We worked to break down any safety barriers when driving, walking, and biking to Star View. Orange County Fire Authority visited the our site to recommend our assembly area for our students. Our safe route to school plan is posted on our website as well.

(M) Procedures for Missing or Lost Child

Preparation:

- Certificated and Classified Staff review “search assignments” and procedures annually
- Identify search zones and members(s) of staff who do not routinely supervise students who will search each area
- Maintain a list of any students with a history of elopement – note areas walked to if there is a pattern

When a student is lost:

- Immediately – Staff search immediate and adjoining areas, particularly areas within line of sight
- Within 3 minutes – Notify the office, office staff, and assigned search personnel. Assigned staff search designated areas and report to office/principal.
- Upon notice, all designated staff will search for the missing child. If the entire area is searched and the child is not located, notify the office/principal and report the completion of the search area.
- If the child is not found within 15 minutes, the office will call the police, the parent, and the Student Services office.

Follow-up

1. Meet with the staff to debrief the circumstances and individual assignments, including the timeline of the search
2. Principal notifies parents if not previously notified

(N) Campus Security

Star View is enclosed with decorative, wrought iron and chain link fencing. Gates are locked during instructional time with a single point of entry. Signs direct all visitors to check-in at the school office. The School Office door remains locked and a front door camera system with audio and video capability allows staff to monitor entrance after identifying the person and their business at the school. All visitors and volunteers register in the school offices using a registration management system that screens all visitors and volunteers against a national registry and provides a badge to identify adults on campus. Adults volunteering in Ocean View School District schools require clearance based on a tiered system before volunteering in schools in accordance with Board Policy 1240. The school has intercom and bell systems. All personnel receive training/direction on emergency procedures and all safety drills are documented. Valuable equipment is regularly inventoried and securely stored.

(O) Grounds Safety

The campus is inspected regularly to ensure the safety of facilities, including fencing, signage, playground equipment, and buildings. Repairs are made promptly. Adequate supervision is provided through the use of certificated and classified personnel. All facilities, including bathrooms, are kept clean and safe. Site Administrators have been given training provided by Alliance School for Cooperative Insurance Programs that includes information on identifying materials that may or may not contain asbestos and potential asbestos contamination. Site custodians are trained yearly through Alliance Schools for Cooperative Insurance Programs in identifying potential structural exposure of lead and other hazardous materials, including asbestos-containing materials. Custodians are trained to contain the suspected area and call District Maintenance for assistance.

(P) A Safe and Orderly School Environment Conducive to Learning

Component:

PEOPLE AND PROGRAMS

Element:

Star View’s learning environment will be improved by promoting a positive learning climate for all students.

Opportunity for Improvement:

Communication of a positive learning environment with parents and community members..

Objectives	Action Steps	Resources	Lead Person	Evaluation
Expand and encourage student learning through increased student engagement and attendance and being at school on time.	<p>Staff will focus on making connections and building relationships with students and families. This includes morning greetings, daily activities such as restorative circles, and calls and notes going home. This is especially important in 4th and 5th grades. This area is rated the lowest (Student Climate Survey), and the older students feel less welcome at school than the younger children.</p> <p>Communicate with all stakeholders in newsletters and on the school webpage the importance of being at school and starting school on time.</p> <p>Automated calls informing parents of student absences and tardies are used.</p> <p>Track monthly attendance. Follow District guidelines for student absences and follow-up.</p> <p>Personal phone calls to build connections or offer resources/help to families by the principal. Personal letters home from teachers will be complete by conference time.</p>	Aeries data, parent communication, LCAP, Climate Survey	Principal Teachers Office Staff Parents	2nd-5th grade climate survey, LCAP parent survey, Attendance percentages, SART conferences, attendance awards.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Positive Behavioral Intervention Support and Character Trait Program to increase positive behavior and improve the school climate.	<p>Staff will continue implementing a comprehensive system of behavioral expectations and reinforcement modeled after strategies through PBIS.</p> <p>School-wide expectations and matrices reviewed with students and staff. Communication of school rules through the school handbook, Back-to-School Night, and website.</p> <p>Bully Prevention program and education</p> <p>Students rewarded for their positive behavior with STAR: Safe, Team Player, Achiever, Responsible/Respectful tickets. Tickets may be redeemed. Lunch with the Principal.</p> <p>Recognition of students for citizenship, effort, academic achievement, and sportsmanship.</p> <p>Analyze student referral data each trimester.</p> <p>Class of the Month for designated Citizenship trait.</p> <p>Implementation of Character Trait Program. Staff will read and implement strategies from the book, "Have you Filled a Bucket Today," a guide to daily happiness for kids.</p> <p>Student recognition weekly at Friday flag ceremonies.</p> <p>Music on the Blacktop days during lunchtime.</p>	School Climate Survey, student awards	Principal Teachers Staff	Tracking student referrals, star ticket redemption and informal surveys of teachers and students, BTSN sign-in, Staff Agenda
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase parent involvement in the school, to build partnerships.	<p>Increase opportunities for parents to come on campus: Lunch with a Loved One, Read with your student activities, family nights, and school projects to build partnerships on campus with families and staff.</p> <p>Increased parent help in the classroom during school.</p> <p>Meet and Greet opportunities with the Principal before school starts.</p> <p>Principal Coffees to talk about ideas and concerns - a round table discussion opportunity</p> <p>Activities during school and lunch recess where parents can support students with a skill set.</p>	<p>Interest surveys</p> <p>Increased communication via social media for opportunities to become involved in a celebratory and fun way i.e. regular shout outs and celebrations for kids on Instagram, Facebook</p>	Principal Teachers Office Staff Parents PTO	<p>Track parent/family sign-ins via Raptor</p> <p>2nd-5th grade climate survey, LCAP</p> <p>Newly formed partnerships with the community</p>
Expand leadership roles for students	Peer buddies/mentors, Lunchtime buddies, classroom representatives, Brainstorming with the principal, Student Council Lead, and SDC students will have a coffee cart each Friday to connect them to school.	School Climate survey	Principal Teachers Students Student Council	2nd-5th grade climate survey, LCAP parent survey

Objectives	Action Steps	Resources	Lead Person	Evaluation
Strengthen Tier 2, Tier 3 interventions for struggling students to build success and connections to school.	<p>Universal Design for Learning (UDL) to provide equitable learning for all children.</p> <p>Increase use of interventions: Check-in and check-out to monitor behavior and student goals, frequent feedback for reinforcement, and self-monitoring</p> <p>Build positive relationships and connections - coaching.</p> <p>Small group social skills</p> <p>Increase visual support for students with targeted behavior.</p> <p>Data-driven decision-making and Round Table procedures are in place (pre-SST meetings) .</p>	UDL training, Check In/Check Out	District Principal Teachers	Reduction of the number of SST meetings and IEP qualifications

Component:

PHYSICAL ENVIRONMENT

Element:

A safe and orderly environment will be cultivated and maintained.

Opportunity for Improvement:

Areas for improvement include continued need to be prepared for any emergency and refining drills and systems.

Objectives	Action Steps	Resources	Lead Person	Evaluation
A safe and orderly physical environment will be maintained at all times including in a crisis response situation..	<p>Star View will stage a mock “disaster drill” with assigned staff teams and students.</p> <p>Star View staff and students will participate in monthly announced and unannounced Fire Drills, Earthquake Drills, and Lock Down Drills.</p> <p>Staff trained as to how to shut off water, electrical and gas in an emergency.</p> <p>All staff review training on the Huntington Beach Safe Schools Coalition "Run, Hide, Fight" model for lock down scenarios.</p> <p>Review Be Prepared, Not Scared verbiage, Elopement Plan and Emergency Plan with staff.</p> <p>Through letters, phone messages, texts and/or website update communication to parents about safe drop off and pick up, traffic and emergency safety.</p> <p>All visitors and volunteers to check in when on campus. All staff/visitors and volunteers to wear name badges for identification.</p> <p>Implement all protocols for District Wide EMNS System including Aeries Communication.</p>	<p>Review of Huntington Beach Safe Schools Training</p> <p>Raptor System Run, Hide, Fight</p>	Principal Staff	School Emergency Preparedness Checklist, Staff Meeting Agenda, Analysis of teacher survey results and informal feedback from emergency drills.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase safety of students on campus as well as going to/from campus (walking, biking, driving)	<p>Hold a safety meeting with community members, district, staff, and parents to brainstorm ideas to implement in our safety plan and daily safety procedures.</p> <p>Concerns have been recorded and experts have studied traffic plans and the community, to come up with viable solutions to be implemented</p> <p>Suggestions will be made before school opening for safe ingress/egress/ and campus-safe school plans.</p>	<p>Experts from the field:</p> <p>Safe Routes to School Plan Committee</p> <p>Westminster Planning Department</p> <p>Orange County Transportation Authority, Orange County Fire Authority, PTO, parents, custodian, SOM, and principal</p>	Principal	LCAP Parent Survey, Safe Routes to Schools Report

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(Q) School Discipline Rules and Consequences

Star View Elementary School Student Conduct Code

Star View's Pledge for School Success: We emphasize high behavioral and academic expectations in order to ensure a learning climate which maximizes student outcome. We encourage parents to support us in our partnership for student success.

Student Behavior Expectation:

- To respect the rights and property of others.
- To learn to accept the consequences for their judgment and/or actions.
- To learn to follow all policies, procedures, and rules of the school and community.
- To develop their abilities and interests to the fullest potential.
- To treat others as you want to be treated.

Star View's "STAR" Attitudes and Behavioral Expectations:

- S = Be safe.
- T = Be a team player

- A = Be an achiever
- R = Be respectful and responsible

Conduct Code Procedures

A STAR student system of reinforcement, as mentioned above, has been developed to ensure the safety, welfare, and respect of all students. These rules apply before, during, and after school, as well as anywhere on campus or during any school function.

We expect students to obey all adults who are responsible for their supervision. In addition to these STAR qualities, all classroom teachers set behavior standards within each classroom.

When students display inappropriate behavior, the following steps may be followed:

1. Teacher counsels student
2. Students receive consequences (i.e., timeout, assigned task), Oops Ticket.
3. Teacher contacts parent
4. The teacher has a conference with the parent
5. The student is referred to the principal
6. Restorative justice measures

- -Reference: Ocean View Board Policy 5144

(R) Hate Crime Reporting Procedures and Policies

It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state.

- -Education Code Section 200

For purposes of this title and for purposes of all other state law unless an explicit provision of law or the context clearly requires a different meaning, the following shall apply:

(a) "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, association with a person or group with one or more of these actual or perceived characteristics.

- -California Penal Code Section 422.55

Students are encouraged to notify school staff by submitting a verbal or a written complaint when a hate crime as defined in Penal Code 422.55 has occurred. Any school employee who observes any incident of hate crime involving a student shall report the incident to an administrator. Reports of hate crimes shall be investigated promptly and corrective action shall be taken when a complaint is verified.

A pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

- -Education Code 48900.3
- -References: OVSD Board Policy 5144, 4119.11, 5145.7, 1312.3(a)

Opioid Prevention and Life-Saving Response Procedures

Response Procedures for Dangerous, Violent, or Unlawful Activities

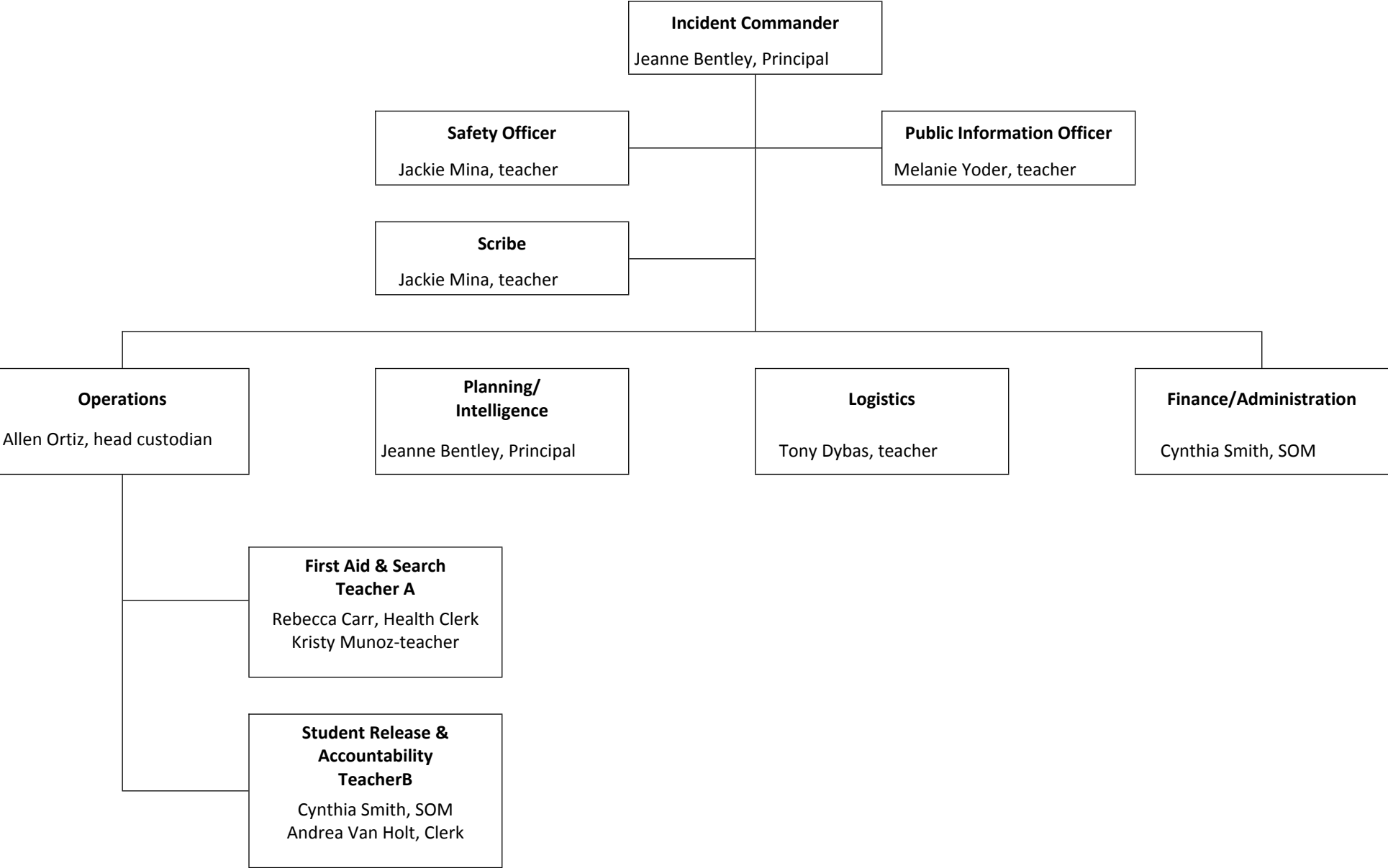
Safety Plan Review, Evaluation and Amendment Procedures

After review of school data, the Safety Plan is reviewed and updated yearly and discussed in a public meeting. The Safe School Plan is then adopted by the School Site Council and forwarded to the Ocean View School District Board of Trustees for approval.

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
24-25 School Safety Plan reviewed and adopted by School Site Council	September 24, 2024	
Staff trained on School Safety Plan	October 30, 2024	
Board Approved	November 12, 2024	

Star View Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Airplane Crash

IF GIVEN A WARNING, HAVE INDIVIDUALS GO UNDER THEIR DESKS, COVER THEIR HEADS, AND WAIT FOR AN 'ALL CLEAR' SIGNAL. Do not evacuate or run in the direction that the smoke is traveling. The smoke could be toxic.

Treat the crash just like you would a fire situation.

Be aware of additional explosions that could occur after the crash.

Maintain control over all individuals for which you are responsible. Remain calm.

Evacuate to a safe location, and make appropriate notifications about the safety of everyone with you and the condition of your location.

If the winds change, you may have to relocate away from the smoke.

MAKE EVERY ATTEMPT TO PROTECT INDIVIDUALS FROM EXPOSURE TO THE CRASH SITE

Bee Stings

INFORMATION ON BEES

Africanized honeybees like to colonize in utility boxes, burrows, sheds, vacant buildings, trash cans, playground equipment, walls, hollow trees, etc.

Recognizing a possible nest:

Bees hovering or flying in and out of an area or particular location.

Humming sound inside the location.

Do not disturb a nest; do not throw rocks or objects at the nest.

If they are not attacking, slowly and quietly move away from nest and notify the designated authority.

One sting from an Africanized honeybee is no different than a regular bee sting. It is the multiple stings that can be dangerous, especially if you are allergic to stings.

Colonies of bees will not swarm and hunt you down. They are coming to the defense of their colony. Africanized honeybees are much more likely to sting with little or no provocation.

Africanized honeybees attack in greater numbers, and attack people and animals within a range of ¼ mile from their hives.

Once disturbed, colonies may be agitated for 24 hours.

Sometimes machinery such as mowers, trimmers, or chain saws can aggravate the colony.

WHAT TO DO IF ATTACKED

Run away quickly using a direct route to a shelter, classroom, building, or car.

You may have to run up to ½ mile.

Bees like to target head and eye areas. Cover your head as much as possible. Cover your head with anything; use your clothing if you have to. Stings to the body are less dangerous than to the head area.

Do not jump in water. The bees will wait for you to surface and then attack.

Run to shelter. Close all doors and windows. Don't worry if a few of the bees get inside with you.

Don't flap your arms or attempt to swat the bees -- just get away.

If there is no shelter, run through tall brush. You may be able to confuse them.

MEDICAL TREATMENT

CALL 911 IMMEDIATELY

DO NOT USE TWEEZERS OR YOUR FINGERS TO PULL OUT OR REMOVE STINGERS. THIS WILL ONLY RELEASE MORE TOXINS.

SCRAPE STINGERS SIDWAYS FROM SKIN USING A PLASTIC CARD, BLUNT INSTRUMENT, OR EVEN A DULL KNIFE.

SEEK MEDICAL TREATMENT IMMEDIATELY.

Person with Weapon

ACTIVE SHOOTER

Active shooters are very unpredictable and create chaos and panic at the location. This makes it difficult to establish one specific plan of action. Therefore, you must be aware of certain guidelines when making your decisions. Any action that you take must be your own decision.

If confronted, do not aggravate the suspect. Remain calm and understanding. Create time and distance.

Based upon the information at hand, decide if it is safer to evacuate or lockdown.

If teachers hear "LOCKDOWN," they should immediately lock the classroom doors.

For LOCKDOWN, please see LOCKDOWN PROCEDURE.

EVACUATION CONSIDERATIONS

Evacuate away from the location of the shooter.

Stay close to walls and avoid open areas.

Run in a zigzag pattern if there is an active shooter. This will make you less of a target.

Do not worry about personal belongings.

Wear your tag or identification in plain sight so law enforcement will know you belong at the location.

Seek the safest shelter and make proper notifications.

Control individuals in your care.

LAW ENFORCEMENT INFORMATION

Law enforcement's primary goal is to identify and stop the threat, while protecting life and preventing injury.

Law enforcement will be moving quickly and with weapons drawn.

Law enforcement will not have immediate ability to make rescues or administer first aid.

Law enforcement will make proper notifications about injured individuals.

Always keep your hands above your head and visible to law enforcement.

Listen carefully to their instructions and follow them.

Law enforcement may have to utilize loud devices or smoke diversion while clearing the location.

Biological

Any suspicious package or substance you think is biological in nature, do the following:

If unopened, do not touch, handle, or allow other staff or individuals to handle.

Evacuate and isolate the area or room in which the suspected substance or package is located.

Call 911 or the designated authority. They should notify the FBI or county health department.

Mark the room or area, "DO NOT ENTER."

Contain and isolate any individuals who may have been contaminated.

Wash hands with soap and warm water.

If the opened substance has been exposed, wet any potentially contaminated area or clothing lightly, remove clothing and triple bag. (First responders will usually do this, wearing protective gloves.)

Bomb Threat

BOMB THREAT INFORMATION BOMB THREAT CONSIDERATIONS

If you have a written threat, DO NOT HANDLE the note. Use gloves to make a copy of the note and protect the original.

The person receiving a verbal threat should obtain the following information:

Time of call:
Time call ended:
Type of threat:
Time bomb is set to go off:
Location of package:
Description of device:
What will cause it to explode?
What/Who is the intended target?

Keep the caller on the phone and get as much information as possible.

Take notes, exact words.
Listen to caller's voice, i.e. male, female, old, calm, hysterical, accent, etc.
Listen for background noises.
Immediately notify designated administrator of any threats or suspicious packages.
Prohibit any and all radio frequency transmissions and use of cell phones, pagers, etc.
Immediately advise all individuals and staff not to touch, move, or disarm any object or item.
Alert other staff and personnel and evacuate any suspected area.
Instruct occupants to secure valuables and take personal property.
Leave all electrical switches, doors, and windows unchanged.
Police will be notified and conduct searches, if necessary.
Keep everyone calm and orderly.

Hostage Situation

DO NOT TRY TO DISARM AN ARMED INDIVIDUAL.

Dial 911 and notify security or the designated authority of the situation.
If you cannot talk, dial 911 and leave the phone off the hook.
Follow instructions for lockdown or evacuation, depending upon the situation.
AVOID any confrontations with the individual; do not be aggressive or use aggressive body language.
Be a good listener until the proper authorities arrive to handle the situation.
Take mental notes of what the suspect(s) is/are wearing, any weapons you see, and what the suspect(s) is/are saying. This information will be valuable later.
If inside your room, try to turn on your intercom or communication system.
Use code words or send written messages alerting the proper authorities.

Severe Weather/Windstorms

FOLLOW INSTRUCTIONS FOR EVACUATION OR SHELTER IN PLACE AS ISSUED BY THE DESIGNATED AUTHORITY

Stay calm and account for individuals in your care.
Remember that when making decisions, the protection of life is paramount.
Have everyone move away from any glassed areas.
If outdoors, stop all activities and seek shelter.
If weather becomes severe enough, assume Duck and Cover drill.
If possible, use rooms that are located in the center of buildings and on the ground floors.
It is best to seek shelter in rooms without windows. Use center hallways, if necessary.
If possible, do not seek shelter in structures with large, open roof spans.
Evacuate all rooms that are vulnerable to severe weather.
Beware of wet electrical lines, broken gas lines, and contaminated food and water.

KEEP RADIOS ON FOR CONSTANT UPDATES

Earthquake

CONSIDERATIONS

DO NOT PANIC

STAY CALM

INITIATE DUCK AND COVER DRILL

If you are safe where you are, then stay there. More injuries occur when trying to move.

Most injuries occur from falling debris and electrical wires.

Do not light any matches or turn on any switches. There may be gas leaks.

INSIDE LOCATION

Do not use elevators.

Get under a desk, table, or bench.

If there is no cover, stand against a wall, in a corner or hallway, and away from windows or other glass.

If you are under moving furniture, it may be safer to hold on and move with it.

OUTSIDE LOCATION

Find an open space and stay low.

Move away from any structures, debris, or utility lines.

Do not enter any structures or buildings looking for safety.

Be aware of panicked crowds that can stampede and cause more injury.

EVACUATION

Use your designated evacuation route unless it is unsafe or blocked.

When evacuating, be aware of any possible chemical, gas, or electrical hazards.

Once evacuated, do not re-enter any structure until it has been declared safe.

Hazardous Material

REMEMBER MANY CHEMICALS REACT DIFFERENTLY WHEN MIXED WITH OTHER SUBSTANCES. NOT ALL CHEMICALS CAN BE MIXED WITH WATER WHEN TREATING VICTIMS.

EVACUATION FROM STRUCTURE

Evacuate everyone to a safe area.

Evacuate uphill, upstream, or upwind of the hazardous material.

Do not allow anyone to touch or step in any of the hazardous material.

Do not let anyone eat or drink anything. It may be contaminated.

If possible and without endangering anyone, notify any other individuals of the danger.

Isolate any individuals who may have become contaminated.

Do not try to rescue anyone. Leave that for the trained responders who have the proper equipment.

Dial 911.

SHELTER IN PLACE

Keep everyone inside the location unless instructed to evacuate.

Close windows, shut off vents, turn off fans; seal gaps under doorways and windows with wet towels and duct tape if possible.

Make sure all ventilation systems are shut down to stop circulation of air.

Monitor individuals for any sign of medical distress and report immediately to medical or first aid personnel.

Dial 911.

Fire

REMEMBER THE STOP, DROP, AND ROLL DRILL

Immediate danger is from smoke inhalation.

Be aware that the fire can cut off prearranged evacuation routes.

Feel doors for any heat before opening.

When trapped in a room, if safe, escape out the windows.

Use wet towels or clothes to block smoke under doorways and air vents.

If evacuating in smoke, stay low and crawl as you move.

If possible and ONLY IF SAFE, close the doors to rooms and hallways. This will help prevent the air flow of smoke.

Lockdown Procedure

LOCKDOWN PROCEDURE:

When teachers hear "Lockdown," they should immediately go to the door, instruct all students in close vicinity outside the room to come into the room, and lock the classroom doors. Teachers may block out their windows to avoid eye contact with an outside person.

Use extreme caution if opening the classroom doors for any reason.

Remain as far away from windows and doors as possible.

Turn off lights and instruct students to stay under their desks.

Teachers should email or call the office with the names and anticipated locations of students not in their classroom.

If you are outdoors with a class in a lockdown situation, drop to the ground and stay still.

If there is gunfire and you are exposed, run with your students away from the gunfire to the nearest area that may provide cover.

If you are with a class and cannot identify the source or area of the threat, remain where you are – staying close to the ground.

After establishing that the threat is not near your group, move your students to the nearest cover.

Administrators will collect students and staff in a safety sweep.

Please instruct students who are out of your classroom when the lockdown occurs to go to the nearest classroom or safe location.

If the students are outside of your classroom, but indoors in another area (i.e. in the bathroom, lunch room, etc.), they should remain in that location as long as they are not exposed to the lockdown threat.

If students are exposed to the threat while outside of the classroom, they should run away from the threat.

If they can identify the source of the threat and it is away from their location, students should move quickly to the nearest cover to be collected by an administrator in a safety sweep.

After all classrooms and other locations have been cleared by a law enforcement officer, a general public address announcement will be read. It will say: "The campus has now returned to 'all clear' status. Thank you."

Tsunami

2 types of tsunamis:

Local Tsunami

Caused by a near shore undersea earthquake.

Preceded by an earthquake or the ocean may recede.

Comes with little or no official warning.

Pacific Wide Tsunami

Generated by a distant earthquake (that may or may not be felt).

Will most likely be preceded by warning from the West Coast/Alaska Tsunami Warning Center (WC/ATWC).

Tsunami Notification Definitions & Action Required

Tsunami Advisory – though no threat exists, there is evidence that a tsunami is making its way across the Pacific.

Tsunami Watch – an earthquake may have created a tsunami and the WC/ATWC is advising coastal communities to stand by for further information.

Tsunami Warning – either a tsunami has been generated or conditions are serious enough to require action by coastal communities. The tsunami message will include earthquake magnitude, originating location, and arrival times of waves. (NOTE: It does not include wave height.)

PLAN A – LOCAL TSUNAMI – Little or No Warning

When a strong earthquake is felt (strong enough to knock you off your feet), a tsunami may have been generated that can strike the coast in less than 10 minutes.

Immediately evacuate the following sites to higher ground and then proceed to Golden West College:

Golden View

Marine View

Hope View

Mesa View

Harbour View

Ocean View School District Office

If no tsunami has arrived in 20 minutes, the City of Huntington Beach will issue an "all clear".

PLAN B – PACIFIC WIDE TSUNAMI – Warning

If a Tsunami Warning has been issued:

The City of Huntington Beach EOC will confirm the Tsunami Warning; if it is confirmed then:

The City of Huntington Beach will initiate its Emergency Operational Plan, and Ocean View School District will be ordered to evacuate the following impacted sites to Golden West College:

Golden View

Marine View

Hope View

Mesa View

Harbour View

Ocean View School District Office

School sites will send out an emergency message through Blackboard Connect to parents, notifying them of the situation and directing them to Golden West College at 15744 Goldenwest Street where they can meet their children.

Transportation will be notified and will begin emergency evacuation of the impacted sites to Golden West College.

Because so many of our students at other sites live in the impacted area, the other school sites will go into lockdown until the threat is over. At that time, students may be released through emergency release procedures.

Evacuation routes have been set up by the City of Huntington Beach.

UPON ARRIVAL AT GOLDEN WEST COLLEGE

Staff and students will be directed to the location where they will set up their student supervision area.

OVSD staff will be responsible for the care, well-being, and subsequent release of their students.

Follow normal Student Supervision Team functions and Student Release Team functions.

A Site EOC will be set up at the Student Evacuation area to coordinate efforts of the Student Supervision, Student Release Teams, and the Joint Response Team.

District Incident Commander will report to the Golden West College EOC for the Joint Operations Team. Runners will report back to the established Site EOC at the Student Supervision area.

Student Release process will begin upon the authorization of the Huntington Beach EOC.

Site-Specific Contacts & Utility Shutoff Information

See attachment

Evacuation

Evacuation of the building or work area may be necessary to protect individuals from unknown or suspected danger, potential injury, or toxic exposure. Evacuation should not be automatic. You may be safer where you are. Heed the instructions of emergency responders or site command personnel.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit, and report to the designated assembly area for your site.

Take your purse or wallet with you. Do not take time to collect belongings or to shut down computers.

Assist handicapped persons and anyone with manageable injuries.

DO NOT attempt to move a severely injured person. Report their location to site command personnel.

DO NOT run, use elevators, or close doors behind you.

DO NOT smoke, light matches, or activate any equipment or electrical switches.

STAY AWAY from any structures, debris, or utility lines.

Designated personnel will take roll sheets with them and take roll in the assembly area.
Designated personnel will take the first aid kits and deliver them to the command group area.
Report attendance and injuries to site command personnel.
Assemble with your division/unit/classroom in the designated area, and remain there until instructed.
DO NOT attempt to re-enter the building until it has been officially declared safe.
DO NOT leave the site unless instructed to do so.

Before evacuation, assess the situation to determine whether the danger is outside or inside and decide whether to evacuate. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building.

First Aid

CHOKING

Do not interfere with a choking victim who can speak, cough, or breathe. However, if the choking continues without lessening, seek medical help. If the victim cannot speak, cough, or breathe, immediately have someone call 911 while you take the following actions:

For a conscious victim:

Stand just behind and to the side of the victim, who can be standing or sitting. Support the victim with one hand on the chest. The victim's head should be lowered. Give 4 sharp blows between the shoulder blades. If unsuccessful:
Stand behind the victim, who can be standing or sitting. Wrap your arms around their middle just above the navel. Clasp your hands together in a doubled fist and press in and up in quick thrusts. Repeat several times. If still unsuccessful, repeat both procedures again until victim is no longer choking or becomes unconscious.

For an unconscious victim:

Place the victim on the floor or ground and give rescue breathing. If the victim does not start breathing and it appears that your air is not going into the victim's lungs:

Roll the victim onto their side, facing you, with the victim's chest against your knee and give 4 sharp blows between the shoulder blades. If the victim still does not start breathing:

Roll the victim onto their back and give one or more manual thrusts. To give the thrusts, place one of your hands on top of the other with the heel of the bottom hand in the middle of the abdomen, slightly above the navel and below the rib cage. Press the victim's abdomen with a quick upward thrust. Do not press to either side. Repeat 4 times if needed.

Clear the airway: Hold the victim's mouth open with one hand using your thumb to depress the tongue. Make a hook with the pointer finger of your other hand, and in a gentle sweeping motion, reach into the victim's throat and feel for a swallowed foreign object which may be blocking the air passage. Repeat above procedures until successful.

HEART ATTACK

If the victim is experiencing any of the following sensations, take no chances, call 911 at once:

Squeezing pains or tightness in the chest.

Pain that radiates from the chest into the arm, neck, jaw, shoulder, back, or abdomen.

Sweating and weakness; nausea or vomiting.

Sudden shortness of breath.

Assist the victim to locate and take nitroglycerin, if he/she has it. If breathing stops or the victim is unconscious, give rescue breathing until help arrives or breathing resumes.

SEIZURE

A person's limbs jerk violently, eyes may roll upward, and breathing may become heavy with dribbling or frothing at the mouth. Breathing may stop. The victim may bite their tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth.

If the victim is known to have occasional seizures, you do not have to call 911. He or she will usually recover from a seizure in a few minutes. However, call 911 if:

The seizure lasts more than 5 minutes;

The person has multiple seizures;

The person appears to be injured

The person is pregnant.

The person is a diabetic.
The seizure follows a quick rise in the victim's temperature.
The victim fails to regain consciousness.

During the seizure:
Call for assistance.
Let the seizure run its course.
Help the victim to lie down flat and keep from falling.
Clear the area of obstacles.
Loosen any restrictive clothing.
Use no force and do not try to restrain the victim.
Do not place anything between the person's teeth. People having seizures rarely bite their tongues or cheeks with enough force to cause significant bleeding.

After the seizure:
If the victim is not breathing, give rescue breathing.
Check to see if victim is wearing a Medic Alert Bracelet. If so, follow its emergency instructions.
Check to see if the victim has any burns around the mouth – an indication of poison ingestion.
Stay with the victim, who may be conscious but confused and not talkative. Be reassuring and comforting. Keep bystanders away as the victim may be embarrassed and self-conscious. The victim will be tired and want to rest.
Do not give pills, food, or beverage until the victim is fully alert.
Stay with the victim until they are fully conscious and aware of the surroundings.

POISONING (INCLUDING SNAKE & SPIDER BITES)

If there is reason to believe a victim has been poisoned or has been bitten by a poisonous snake or spider:
Call the Poison Control Center: 1-800-876-4766.
Do not give the victim anything by mouth unless instructed to do so by the Poison Control Center.
If the victim is vomiting, roll the victim on the left side to prevent choking on what is brought up.
If the victim is unconscious, make sure he/she is breathing. If not, tilt the head back and perform rescue breathing. Do not attempt to stimulate the victim. Call 911 immediately.
For poison in the eye or on the skin, drench and wash the area with large amounts of water until help arrives.
A bite from a poisonous snake or spider may produce swelling, pain, paralysis, difficulty breathing, nausea, slurred speech, and other symptoms. Keep the victim quiet and warm. Remove restrictive clothing and jewelry. Call 911 immediately.
Attempt to identify the poisonous item. If transportation to a medical facility is necessary, take the suspected item and container with you.

BURNS

Minor burn caused by fire or heat, covering only a small area of the body. Immerse burn area in cold water for 20-30 minutes to relieve swelling and pain. Do not cover the burn with grease of any kind; grease continues the burning process.
Serious or extensive burn caused by fire or heat requires prompt professional care. Wrap the victim in a clean sheet or towel that has been moistened at a warm temperature. Do not attempt to clean the burns or remove the clothing or other particles attached to the burned area. Keep the victim lying down, calm and reassured. Call 911.
Chemical burn. Wash with large amounts of cool running water – a cool shower, if possible. Remove all chemical soaked clothing immediately. Avoid contact with the soaked clothing. Continue water flushing for at least 10 minutes. Wrap the victim in a clean sheet; keep victim calm and reassured until emergency help arrives. Call 911.

BLEEDING

Apply direct pressure over the site of the wound using a gauze pad, sanitary napkin, clean handkerchief, even your bare hand, if necessary.
Apply firm, steady direct pressure for 5-15 minutes. If bleeding is from a foot, leg, or arm, use gravity to help slow the flow of blood by elevating the limb so that it is higher than the victim's heart.
If there are symptoms of internal bleeding (coughing or vomiting of blood or "coffee ground" materials), have the victim lie flat and breathe deeply. Do not let the victim take any medication or fluid by mouth until seen by a doctor who permits it.
Bleeding from the ear usually means there is a skull fracture. Always suspect a neck injury when there is a serious head injury. Immobilize the head and neck until help arrives.
Do not attempt to clean the wound. Do not give victim alcohol or other drugs.
Obtain medical assistance. Call 911 if bleeding does not stop, wound is deep, or you suspect a neck injury.

BROKEN BONES

Do not move the victim unless he/she is in immediate danger of further injury.

Check for breathing. If necessary, give rescue breathing.

If there is bleeding, apply direct pressure over the site.

If a broken bone is sticking out of the skin, do not attempt to push it back in place. Apply a moist dressing to prevent drying.

Do not try to straighten out a fracture.

Splint an unstable fracture by carefully placing a folded newspaper, piece of clothing, or towel alongside the limb and tie it in place with a piece of cloth.

Do not permit the victim to walk around.

Call 911.

ELECTRICAL SHOCK

Do not touch a person who has been in contact with electrical current until you are certain that the electricity has been turned off.

Shut off the power at the plug, circuit breaker, or fuse box. If the victim is in contact with a wire where the power cannot be shut off, use a dry stick or broom handle to remove it.

Check for breathing. If the victim's breathing is weak or has stopped, give rescue breathing immediately.


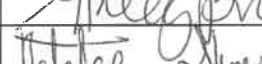

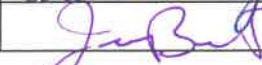

Call 911 and while you wait for help to arrive, keep the victim warm.

Comprehensive School Safety Plan SB 187 Compliance Document

2024-2025 School Year

School: Star View Elementary School
CDS Code: 30-66613-6029706
District: Ocean View School District
Address: 15679 Newland Street
 Westminster, CA 92683
Date of Review and Adoption: 09.24.2024

Approved by:



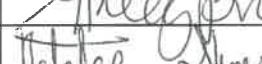




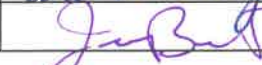
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Tomo Nakamura	Parent		9/24/24
Janice Calape	Parent		9/26/24
Holly Phu	Parent		9/24/24
Natalie Shay	Parent		9/24/24
Khoa Nguyen	Parent		9/24/24
Jill Schoch	Teacher		9/24/24
Barri Williams	Teacher		9/24/24
Lara Fuller	Teacher		9/24/24
Buu Nguyen	Classified Staff Member		9/24/24
Jeanne Bentley	Principal		9-24-24

Comprehensive School Safety Plan SB 187 Compliance Document

2024-2025 School Year

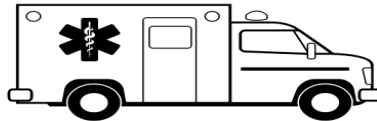
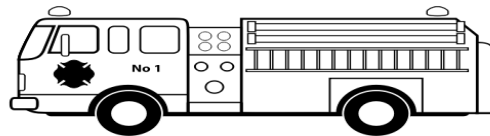
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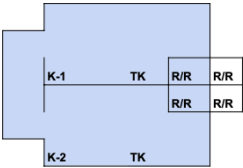
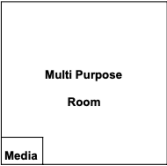
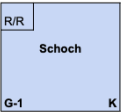
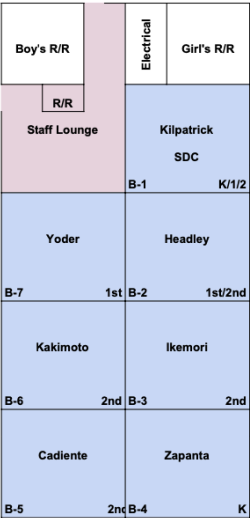
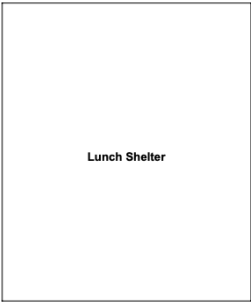
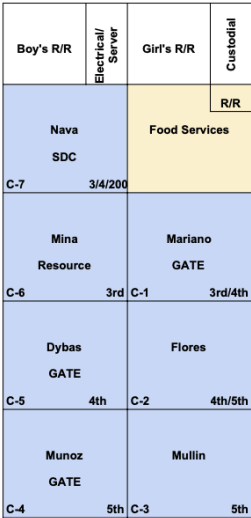
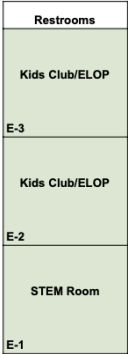
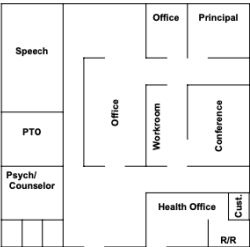
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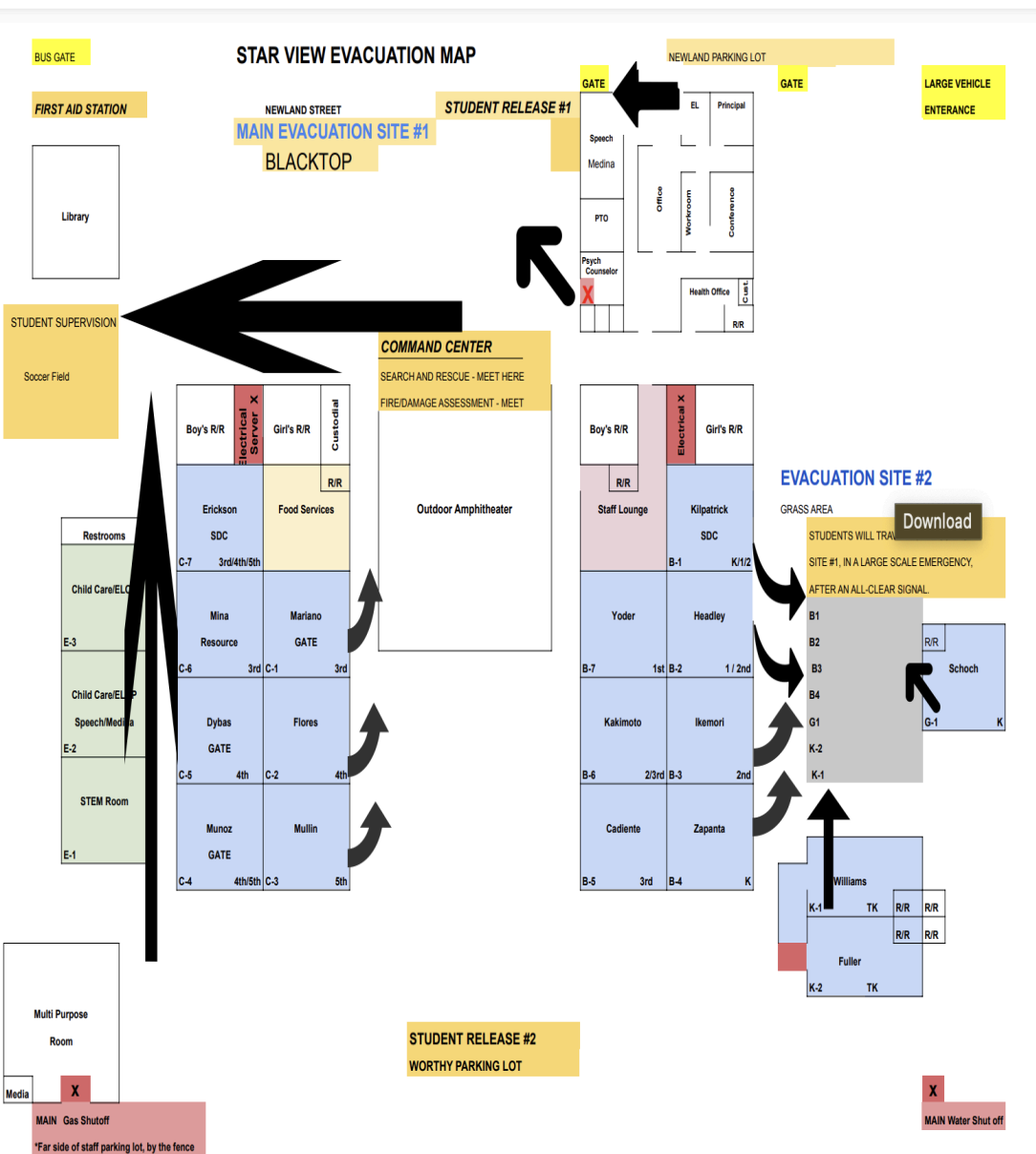
Star View School

EMERGENCY DISASTER PREPAREDNESS PLAN



2024 - 2025





ASSEMBLY AREA #1 - GRASS/FIELD Line Up Areas (student Supervision-Soccer Field)

Portables	Concrete / Library
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C-3 Mullin	C-4 Munoz	C-5 Dybas	C-6 Mina - students reunite w/class	C-7 Erickson	B-7 Yoder	B-6 Kakimoto	B-5 Cadiente	C-1 Mariano	C-2 Flores
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If it is safe, C-4,5, and 6 may want to go through the portables to their designated spots

Line up, facing the blacktop, in a line.

Students may sit after the supervising teacher takes roll and communicates this.

Select a runner to bring up your absent, missing, or injured list

EMERGENCY RESPONSE

EMERGENCY EVACUATION PROCEDURES – Earthquake/Fire

Phase One

1. Duck and Cover. When there has been no movement for at least 1 minute, guide your students out of the class.
(For a FIRE, start evacuating the room.)
2. Assign students to take the Emergency Supplies (backpack, room number) out of the room. They are to go with the class to the Assembly Area.
3. **The teacher will stand at the door to count the students walking out.** Train your students to go to the correct area. If any students did not leave, check their “Life Savers.” (see Life Savers reference on the next page)
 - a. Leave the door open for an Earthquake.
 - b. Close the door if there is a fire.
4. When you leave the room, grab your walkie-talkie. Look for your neighbor's class. If the class has not exited, go to their room to follow the same procedures (2-3).
5. Your students should be lined up **silently** at the Assembly Area
 - **Assembly Area #1: Grass area by baseball backdrop**
 - **Assembly Area #2: Grass area outside between Building B and TK/K area**
6. Take roll call. Hand out Emergency Card Lanyards.
 - a. Students who are in another room or location (RSP, Speech, Restroom, Pull-Out Program) at the time of the disaster should go to their homeroom teacher for attendance if it is safe.
7. If any students were injured in your or your neighbor's class, **IMMEDIATELY** tell the Incident Command how many and the type of injury using the Absent, Missing, and Injured List. They will dispatch search and rescue to the room.
8. When (and if) an all-clear signal is given to the Assembly #2 area, the teachers can lead the students to the Assembly #1 area.

Phase Two

8. Go to your assigned duty. Meet in the designated area first.
9. If the evacuation is prolonged, the Incident Command Center will advise you of when the children may sit in the designated area. Make sure they sit close together so teachers supervising your class can easily locate and monitor students. Have a quiet activity for your class to do.

Phase Three

10. At this time, runners (5th graders) will need to go to the Student Release (Newland Gate) area to retrieve students for the Worthy Gate. Communication will be via walkie-talkies.
11. Only allow students to leave if you received a Parent Release Request from a runner or the adult is on the child's “Student Release Authorization.” If a parent insists on taking their child, retrieve the lanyard and write down who took them and where they were going. Keep the lanyard and allow the child to leave with the adult or runner. The student runners will escort the child to the release gate.

Do not allow the students to leave the Assembly Area unless their parents have arrived.

Phase Four

Wait for more information on where long-term staging will be and if any facilities are available for the students. Teachers and staff will be released based on the home situation.

EMERGENCY RESPONSE TEAMS

INCIDENT COMMAND

Location: Stage Area on blacktop

Personnel: Bentley, Yoder, Mina, Medina (rover), Fuller

Responsibilities:

Mina - Account for the presence of all students and staff. Communicate Missing/Absent/Injured to Student Release. Control all external communications, coordinating with District and outside agencies (fire and police).

Yoder - Controls Phases 1, 2, 3, 4. Communicates with Search & Rescue to ensure all are accounted for and needs are met. Liaison to other team members to find missing/injured. Updates team on status of site.

Bentley - Document all actions taken. Oversee operations and reassign duties as needed.

Medina - help as needed, scribe

Fuller - Lead for Evacuation Site #2

Equipment/Supplies:

- Battery powered bullhorn
- Emergency roster and map showing location of each teacher/staff station
- (2) Two way radios (district and site)
- Blue tape for map

STUDENT RELEASE TEAM

Main Release Area #1: Front Gate off Newland, by office and blacktop

Release Area #2: Back of school, off of Worthy by staff parking

***If it is deemed unsafe for students to move to the blacktop, Evacuation Site #2 will be released from the TK/K grassy area.

Personnel: Smith, Van Holt, Bilingual Instructional Aides (Buu Nguyen-Vietnamese, Chad Ratner-Spanish, Christian Ruhland-Portuguese, Xochitl Alvarado-Spanish)

Responsibilities:

1. Assign one or more persons to control the crowd (single file line).
2. Check emergency cards.
3. Document all releases (parent sign-out).
4. Designate a runner to get a child.
5. Have a complete student list printed out for each gate.

Phase 1: Document all missing/injured/absent. Set up hang signs.

Phase 2: Begin organizing and communicating with runners.

Phase 3: Additional staff to provide crowd control support.

Equipment and Supplies:

- Student emergency cards
- Extra class lists (2 sets)
- Extra pens, paper and pencils, black markers
- Staff list, student program schedules, and current day's attendance
- Sign out book
- Table/Notepad

SUPERVISION TEAM

Location: Large Back Field

Personnel: see below

Responsibilities:

1. Supervise your class and additional class listed below.
2. Account for all students.
3. Release students ONLY to Release Team Personnel, parent on Emergency Card, or runner.
4. Update roll sheets as students are released.
5. Remain calm, reassure children and keep them calm.

Equipment/Supplies:

- *Roll Sheets for each class
- *Backpack for each class

SUPERVISING TEACHERS

Williams (TK)

Kilpatrick (K-1-2)

Ikemori (2)

Headley (1 / 2)

Schoch (K)

Zapanta (K)

Kakimoto (2 / 3)

Mariano (3)

Munoz (5)

Erickson (3-4-5)

Child Care - Jullie Herrick

SEARCH AND RESCUE TEAM

Location: Meet at Incident Command

Personnel:

Team #1: Flores, Dybas: MPR, all portables, library, Kitchen, C Building and bathrooms, outdoor amphitheater

Team #2: Fuller, Mullin: Office building, bathrooms, B building, G building, TK building, Lounge

Responsibilities:

Phase 1:

Take class to the grass area and release class to the Student Supervision Team before reporting to the Incident Command Team.

Phase 2:

1. Pick up a list of trapped/injured students in **KNOWN** locations from IC Team. Get Master Key. Divide into teams.
2. Search all **LAST KNOWN** locations of missing students.
3. Maintain constant communication after each area is checked. (ex. Rm 7 clear or Rm 7 - One student injured. First aid requested for assistance.)
4. Proceed in a pre-established sweep pattern, checking each office, classroom, storage room, multi-purpose room, library, etc., putting an "**X**" on the doors of all searched rooms with masking tape or chalk. Check each room visually, vocally, and physically.
5. Rescue victims, assess injury, and take to First Aid, using stretchers if necessary.
6. Report to IC Team when done for **Phase 3** assignment.

Equipment/Supplies – in classroom backpacks

- Hard Hats
- Leather Gloves
- Flashlights with batteries
- Fire Extinguisher (know locations)
- Two Way Radio (one per team)
- Master Map
- Tape

FIRST AID TEAM

Location: In back of library, by blacktop near Newland

Personnel: Headley, Health Tech/Nurse-Carr, Christina Ferry-aide, Sonia Alber-aide

Responsibilities:

Phase #1:

1. Set up a first aid station north of the library (may need to provide lunch benches and canopy).
2. Lay out supplies for easy access.

Phase #2:

3. Assist in evacuation and rescue of victims, if needed.
4. Triage victims: sort by injury – determine those you can help with your level of training and supplies.
5. Report major and moderate injuries to IC Team
6. Log all injuries
7. If students are detained at school for more than six hours, administer their prescriptions. 8.

Bring out a disaster bag and wheelchair from the nurse's office to the staging area.

**Need: blankets, sheets, splints, whistles, old towels, rags, plastic gloves, Handiwipes, etc., in a bag.*

Equipment/Supplies:

- Stretchers
- Blankets/towels/washcloths
- Wheelchairs
- Large bag of first aid supplies/cold compresses
- Water/cups
- List of students on medication
- Paper and pencil/pen for keeping log
- Runner to get emergency cards of injured students from IC Team
- Two clipboards with pens
- Tent/Canopy
- Paper Towels
- Plastic Gloves
- Tape

Phase 3: Additional staff to assist with injuries and organization.

FIRE, UTILITY, DAMAGE ASSESSMENT

Location: Meet at Incident Command, back stage area

Personnel: Ortiz, Mullin

Responsibilities:

Phase 1:

1. Evacuate all students, complete accountability form.

Phase 2:

2. Meet in a designated area. Determine priority of needs.
3. Put out fires if possible, request assistance if needed.
4. Maintain constant communication with Incident Command regarding needs and damage.
5. Check all utilities: water, electricity, sewage, telephone
6. Determine if gas/electricity needs to be shut off; do so if necessary
7. Document and report all damage to Incident Command
8. Close campus to visitors, route parents, ambulance, police and fire personnel to proper area
9. When duties are complete, report to Incident Command for Phase 3 re-assignment

Equipment/Supplies:

- Tools to shut off utilities – gas and water
- Knowledge of Fire extinguisher locations – school map
- Notebook or Log
- Flashlight with batteries
- Cones/Police tape

PHASE 3 TEAM DUTIES

SUPPLIES/SET UP FACILITIES

Move all emergency supplies to the Assembly area (i.e. – use police tape to block off possible entrances, easel out front, sanitation set up...)

CROWD CONTROL

Assist parents in finding the correct entrance on Newland or Worthy. Walkie talkie for student release. Maintain calm and orderly lines, reassure parents that the students are taken care of and they will be reunited quickly. Do not give out any confidential information or status of injured/deceased.

EMERGENCY VEHICLES HAVE PRIORITY OVER PARENTS. There is also an emergency entrance on the far side, by the PE area, for large vehicles.

GENERAL RESPONSIBILITIES BEFORE, DURING AND AFTER AN EARTHQUAKE

- Review earthquake procedures with students in each class before drop, hold and cover drill.
- During an actual earthquake, teachers will order students to immediately move away from all windows and to position themselves under desks.
- NO STUDENT will leave the classroom until instructed to do so. The teacher is always the LAST to leave and the door is to be open.
- Take registers for roll call and emergency backpack.
- Turn off all lights in the classroom.
- Students and adults are not to visit/talk until the drill is over – silence is critical in the event that information needs to be communicated.
- No private cars will be permitted to enter or leave the parking lot as we expect that emergency vehicles will be using all traffic lanes
- Students will remain in the Student Assembly area until parents/guardians or another person as listed on their emergency cards comes for them or until instructions are received from those in charge.
- Do not re-enter any building unless instructed to do so by an authority or administrator. Aftershocks are often intense and may cause weakened buildings to collapse.
 - Bus transportation home for students will only be provided at such times as authorities deem it both safe and advisable.
- It is advisable for staff members to have a pair of comfortable clothes / shoes either at school or in the car at all times.
- **Have your own emergency plan at home!** Staff are required to remain on campus until approved departure.

STAR VIEW ELEMENTARY SCHOOL

BUDDY TEACHER ASSIGNMENTS

2023-2024

The buddy assignments are listed below. After you evacuate your classroom, check in with your buddy teachers to assure that everyone is present. Then, report to your assigned team. If you cannot locate your buddy, inform Incident Command immediately.

Williams – Fuller - Schoch

Kilpatrick - Headley

Ikemori - Zapanta

Cadiente – Yoder - Kakimoto

Mullin – Munoz

Flores - Dybas - Child Care

Mariano - Erickson

TEAM ASSIGNMENTS

INCIDENT COMMAND:

Stage Area, backside of amphitheater

Incident Commander: Jeanne Bentley
Commander #2 Assembly Area: Lara Fuller
Public Information Officer: Melanie Yoder
Scribe: Karina Medina
Safety Officer: Jackie Mina

STUDENT RELEASE :

Cynthia Smith: Main #1
Andrea Van Holt: #2
BuuNguyen –*Vietnamese* Translator
Gloria Roundtree/ Chad Ratner -*Spanish*
Christina Ruhland - *Portuguese*

STUDENT SUPERVISION: Soccer Field

TK/K- Jill Schoch, Heather Zapanta, Barri Williams, Lara Fuller, all TK/Kinder Aides
1st - Candice Headley, Melanie Yoder
2nd- Lynn Ikemori, Janeen Cadiente
3rd- Alicia Mariano, Denise Kakimoto,
4th/5th- Jen Mullin, Kristy Munoz, Leslie Flores, Tony Dybas,
SDC - Laura Erickson, Kellie Kilpatrick, all SDC aides
SLPA aides, Noon Duty Supervisors, Food Services
Child Care - Jullie Herrick + staff
STEM Specialists

SEARCH AND RESCUE : *Meet at Incident Command*

Tony Dybas/ Leslie Flores
Lara Fuller/Janeen Cadiente

FIRST AID: Behind Library

Health Tech, Rebecca Carr
Librarian, Sam Melwani (T-F)
Counselor, Nancy Rich Villa (M-W)
Psychologist, Suzane Swesea (Th, F)
Nurse, Katherine Hoang(dist.-no schedule)
PE/ Music Teachers, Tracy Jones, Morgan Paddock, Eileen Miada (M)

FIRE/UTILITY/DAMAGE ASSESSMENT: Meet at Incident Command

Allen Ortiz, Carlos Gutierrez Hernandez, William Ponce

Search & Rescue and Damage Assessment Teams - Reassigned if needed:

First Aid Assistance –Kristy Munoz

Crowd Control – Jennifer Mullin (Worthy gate), Allen Ortiz (Newland)

Back Parking Lot Gate: Tony Dybas, Lara Fuller
Front Parking Lot Gate: Leslie Flores, Alicia Mariano

SUPPLIES/SET UP FACILITIES

See Storage Bin and inventory list

<u>Star View School</u>					
<u>2024 - 2025 Staff List</u>					
<u>Jeanne Bentley, Principal</u>					
<u>Certificated</u>	<u>Grade/Position</u>		<u>Classified</u>	<u>Position</u>	
Lara Fuller	TK		Rebecca Carr	Health Tech	
Barri Williams	TK		Carlos Gutierrez-Hernandez	Custodian	
			Sam Melwani	Library Specialist	
Jill Schoch	K		Allen Ortiz	Head Custodian	
Heather Zapanta	K		William Ponce	Custodian	
			Cynthia Smith	School Office Manager	
Candice Everett Headley	1/2		Andrea Van Holt	School Office Clerk	
Melanie Everett Yoder	1		Buu Nguyen	Parent Liason	
			Gloriana Roundtree Pham	ESL Asst.	
Lynn Ikemori	2		Christina Ferry	Unv. Inst. Asst./TK-Full Day	
Denise Kakimoto	2/3		Gail Siller	Unv. Inst. Asst./TK-Full Day	
			Kathy Hapke	Inst. Asst./K	
Janeen Cadiente	3		Errin Simkins	Inst. Asst./K	
Alicia Mariano	3 GATE		Xochitl Alvarado	Inst. Asst/SE RSP	
			Jessica Andrews	Inst. Asst/SE K-2	
Tony Dybas	4 GATE		Jennifer Miller	Inst. Asst/ABA 3-5	
Leslie Flores	4		Chad Ratner	Inst. Asst/ABA K-2	
			Neda Rowghani	Inst. Asst/SLPA	
Jennifer Mullin	5		Cristina Ruhland	Inst. Asst/SE K-2	

Kristy Munoz	5 GATE		Florence Castellon	Noon Duty	
			Anh Doan	Noon Duty	
Kellie Kilpatrick	SDC (K, 1st, 2nd)		Trang Nguyen	Noon Duty	
Laura Erickson	SDC (3rd, 4th, 5th)		Pamela Sands	Noon Duty	
			Thai Tran	Noon Duty	
Catherine Hoang	Nurse		Ye Van Dalen	Noon Duty	
Tracy Jones	PE		Amy Foreman	Food Service	
Karina Medina	Speech/Language		Courtney Taylor	Food Service	
Jackie Mina	Resource (RSP)		Aileen Cabrera	UIA/Child Care	
Morgan Paddock	Music		Janie Celentano	UIA/Child Care	
Suzanne Swezea	Psychologist		Ashley Hernandez	UIA/Child Care	
			Julie Herrick	Facilitator/Child Care	
			Cammie Le	UIA/Child Care	
			Adrienne Ozuna	CCA/Child Care	
			Jayden Prewitt	UIA/Child Care	
			Raul Ruiz	UIA/Child Care	
			Erika Salas	CCA/Child Care	
			Gabrielle Singer	UIA/Child Care	
			Alyssa Tepensano	CCA/Child Care	
			Kal Tran	UIA/Child Care	
			Alondra Vargas	UIA/Child Care	

STAFF RELEASE LIST

The following is the priority list for site personnel for purposes of release from duty as the situation warrants. Release of personnel will be done at the discretion of the District and the needs throughout the District. Note: Make sure you have an emergency response plan in place at home for the care of children, parents, pets, etc., in the event you are not able to get home immediately.

Children under high school age (not attending parent's school site)

Xochitl Alvarado Tony Dybas Denise Kakimoto Kellie Kilpatrick Kristina Munoz Chad Ratner
Cristina Ruhland Gail Siller Heather Zapanta

Invalid or aged relative incapable of self-care

Kellie Kilpatrick Jackie Mina Melanie Yoder

Older school-aged children

Lynn Ikemori Tomoko Sam Melwani Gloriana Roundtree-Pham Cristina Ruhland Andrea Van Holt

Live furthest away

Jeanne Bentley Janeen Cadiente Tony Dybas Kellie Kilpatrick Jackie Mina Jill Schoch Heather Zapanta

Sole person in residence

Christina Ferry

Will stay on as long as needed

Jessica Andrews Jeanne Bentley Rebecca Carr Christina Ferry Leslie Flores Lara Fuller Karina Medina Cynthia Smith Thai Tran

STAFF RESOURCE SURVEY SUMMARY

First Aid – Current Card: Rebecca Carr, Cynthia Smith, Andrea Van Holt

Camping Skills: Jeanne Bentley, Janeen Cadeinte, Tony Dykbas, Christina Ferry, Leslie Flores, Cynthia Smith, Heather Zapanta

Running/Jogging: Xochitl Alvarado, Jessica Andrews, Janeen Cadiente, Tony Dybas, Leslie Flores, Lynn Ikemori, Jackie Mina, Karina Medina, Jennifer Mullin, Kristina Munoz, Heather Zapanta

CPR - Current Card: Rebecca Carr, Cynthia Smith, Andrea Van Holt

Survival Techniques: Rebecca Carr, Leslie Flores

Bicycle/Motorcycle: Janeen Cadiente, Leslie Flores, Lynn Ikemori, Denise Kakimoto, Karina Medina, Gloriana Roundtree-Pham, Ye Van Dalen

Amateur/Ham Radio: Leslie Flores

Carpentry: Janeen Cadiente, Leslie Flores

4-Wheel Drive Vehicle: Xochitl Alvarado, Leslie Flores, Kellie Kilpatrick, Kristina Munoz, Jill Schoch, Cynthia Smith, Ye Van Dalen, Laura Erickson

Search & Rescue: Jeanne Bentley, Leslie Flores

Foreign Language

Xochitl Alvarado - Spanish

Tomoko Sam Melwani -Japanese
Chad Ratner – Spanish
Gloriana Roundtree-Pham - Spanish
Cristina Ruhland - Portuguese
Ye Van Dalen - Chinese
Buu Nguyen - Vietnamese

Staff Emergency Medical Information: Held by School Health Technician in Health Office

Run, Hide, Fight Instruction

I'm Prepared, Not Scared: *What to do if there is a danger on campus.*

RUN: Listen to teacher directions - where to run (when outside especially). If you hear the danger far away, run away from the danger if there is a way off the campus in a safe direction. Again you're going to run off campus quickly without stopping until you feel you are in a safe area. If you don't know where the danger is or it may be close to you, find a hiding place. Find a classroom or closet that is not locked. If a door is locked keep moving until you find a door that is open. Go inside and lock the door if you can. If the door doesn't lock, block the door with furniture or something heavy. (If someone tries to open the door, you may need to fight. Find a heavy or big object to use as a weapon against an intruder.)

HIDE: Listen and hide quietly. Stay there quietly until the teacher gives you another direction. There are places in our classrooms and buildings that are good hiding places. Do not open the door for any reason. All electronics need to be silent and off.

FIGHT: As a last resort (older students). Grab any heavy object near you and be prepared to throw it at the unauthorized person upon command.

EMERGENCY PROCEDURES

SHELTER IN PLACE (Raised Level of Alert)

STUDENTS

Get inside
Continue to work

TEACHER

Bring everyone indoors
Lock doors and windows
Continue teaching
No one leaves the room
Wait for further instructions



LOCKDOWN (Highest Level of Alert)

STUDENTS

Get inside
Move out of sight
Remain quiet/Silence phones
Do not open the door
Prepare to evade or engage
Barricade doors/windows

TEACHER

Bring everyone indoors
Lock doors and windows
Turn off lights
Move out of sight
Remain quiet/Silence phones
Do not open the door
Prepare to evade or engage
Barricade doors/windows



EVACUATION (Fire, After Earthquake, Other)

STUDENTS

Bring your things (if safe)
Exit quietly
Follow evacuation route
Listen to instructions

TEACHER

Bring your things (if safe)
Lead class to evacuation area
Take attendance
Assume assigned duties



DROP, COVER, and HOLD ON (Earthquake or Other Disaster)

STUDENTS AND TEACHER

DROP where you are onto your hands and knees

- Stay low
- Crawl to shelter if nearby

COVER your head and neck with one arm and hand

- Crawl under table or desk if nearby for shelter
- If no shelter, crawl to interior wall (away from windows)
- Stay on knees; bend over to protect vital organs

HOLD ON until the shaking stops

- Under shelter: Hold on with one hand
- No shelter: Hold onto head and neck with both arms and hands

Natural





Star View Elopement Plan

Contact Office Immediately

Office will mobilize specified personnel (Principal, Psychologist, Resource Specialist, Aide) to assist classroom teacher in returning the student to class.

If you can maintain sight of your eloping student, remain with your class until support arrives.

If your student is in danger or no longer in sight, send responsible student to contact closest teacher/adult (classified or certificated) and follow eloping student.

Teacher maintains contact with student and communicates whereabouts to office via walkie talkie or cell phone.
Support Team arrives and teacher returns to class.

Specified Personnel: build compliance, offer forced choices, reinforce positive behavior and return student to class when appropriate.

Student returns to class!

If student leaves campus support team notifies office and office calls 911 and notifies parent.

General education document using Incident Report form
Special Education document using Incident or Behavioral Emergency form (TBD)

Star View Elopement and Missing/Lost Student Protocol

Elopement Protocol

In the event a student elopes on campus:

1. An adult is to keep eyes on the student.
2. Contact the office by phone to notify office staff of the elopement.
3. If you do not have access to a phone, have a responsible student notify the office. The student should be able to state what room they are from and the name of the student that has eloped.
4. Send a second student to a neighboring teacher to notify them of the elopement and to be aware they may need to cover the eloped student's classroom.
5. Office staff along with any available adults will respond to where the student is located.
6. The student will be observed for safety.

In the event a student elopes beyond your sight:

1. An adult is to follow the student.
2. Contact the office by phone if possible.
3. If you do not have access to a phone, have a responsible student notify the office. The student should be able to state what room they are from and the name of the student that has eloped.
4. Send a second student to a neighboring teacher to notify them of the elopement and to be aware they may need to cover the eloped student's classroom.
5. Office staff along with any available adults will respond to the location of the student.

The principal or designee will be responsible for mobilizing staff* to respond to the eloped student. The principal or designee will assess if the student is in imminent risk and requires outside assistance such as police involvement.

*All call "all available staff, please report to the lunch benches, we have an eloping child."

If the student is able to be observed on campus, the principal or designee will monitor the student until they are able to bring the student to a neutral location such as the office. The student will be assessed for current and future elopement risk.

If the student has an IEP and a concern remains for future elopement, a meeting will be scheduled to address elopement and safety concerns. If a student is not on an IEP, an SST meeting will be called to address elopement concerns and safety issues.

Missing or Lost Student Protocol

1. Staff review search assignments and procedures each year prior to the start of the school year.
 - a. Search zones are identified.
 - b. Identify all staff members who will search
2. Maintain a list of any students with a history of elopement with specific areas noted if there is a pattern.
3. If an incident occurs, staff immediately notifies the office upon discovering a missing or eloping student. Office staff announces to campus areas and classrooms incident of lost student along with description of student.
4. Office verifies an 'Eyes On' alert of student and location, psychologist and principal respond if needed.
5. If NO 'eyes on' and student is missing/eloped, office is immediately notified, office staff verifies.
Office will issue search alert. Becomes command center
Assigned searchers (see below) begin search of assigned zones
6. Police are notified at 10 minutes missing (911 or 714-960-8811) or as otherwise directed
7. Parent notified
8. Debrief after incident
9. District advised of incident and outcome

Search Zones

Zone 1

School Front, parking lots
Office Manager remains in office and responds to search teams
Clerk, Health Technician and Custodian search the front of the school

Zone 2

Kinder Playground, – K Teachers and staff

Zone 3

Primary Playground– Primary Teachers, SLP, and support staff

Zone 4

MPR, Upper Grade Music Room and surrounding areas- Psychologist, Counselors.

Zone 5

Lunch Area, Food Services, Bathrooms, upper grade playground, – teachers and staff

Zone 6

Upper playground and behind portables (Back Grass area toward beech)
4th and 5th grade teachers, , and Kids Club when appropriate

LIFESAVERS

Airway

- Body not moving
- Tilt head back
- Roll onto left side to prevent vomiting



Bleeding

- Dress wound with pressure
- Tie a tight single knot over wound, loosen when leaving the room

Shock

- Cold, pale, clammy
- Raise feet 6-12 inches



Remove anyone from the room that is able to move on their own. Leave injured that cannot move and report number injured to Administrative Lead.

Disaster Plan – Absent, Missing, and Injured List

SUPERVISING TEACHER: _____

[illegible]

Emergency Bin Contents

Location: In bin off of Newland Drive

Key: #2127 - all teachers have a copy (right side of bin)

Contents:

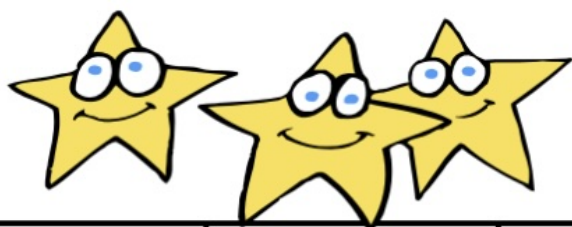
Emergency Bin Supply List

- Key: 2127 (right side of bin)
- Water 10 x 55 gallon
- Flats of fresh water bottles x 6
- Tarps x 70
- Portable toilets x 10
- Tp/seat covers
- Shelters x 5
- Privacy dividers x 5
- Thermal Blankets x 20
- Warm blankets x 10
- Space blankets x 20
- Utensils for 400
- Masks x 500
- First aid bin w/ all supplies
- Trash cans x 14
- Wheel chair
- Hard hat x1 (teachers have in classrooms)
- Food bins x 4 - for 400+ (exp. Nov. 23)
- Glow sticks x 20
- Misc. ziplock bags
- Flashlight x 1 batteries (need to order more)
- Canopy x 2
- Water hose
- Gloves x 10
- Caution tape
- Long rope x 1
- Air hose
- Generator
- Safety signs
- Folding chairs x 10
- Stretchers x 7
- book/game bins x 4

Star View Disaster Drill Schedule 2024-25

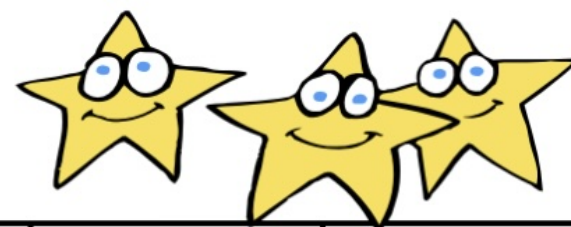
Date	9-19 Thurs.	10-17 Thurs.	11-18 Mon.	12-13 Fri.	1-14 Tues.	2-11 Tues.	3-13 Thurs.	4-09 Wed.	5-06 Tues.	6-06 Fri.
Fire	9:00	9:45	10:00	2:15	12:00	11:30	10:00	10:00	11:45	2:15
EQ		10:15 Shakeout			11:45			9:45		
Lockdown			9:45			11:15			11:55	
Shelter in Place				2:00			9:45			2:00





Fire Drill Monthly X 10
3 X per year: EQ, Lockdown, Shelter in Place



STAR VIEW SCHOOL

Expectations



		1. Class 	2. Lunch Benches 	3. Assembly 	4. Playground 	5. Walkway Hallway 	6. Bathroom 
S	SAFE	<ul style="list-style-type: none"> • Walk • Use materials appropriately 	<ul style="list-style-type: none"> • Sit while eating • Eat correctly 	<ul style="list-style-type: none"> • Keep hands to self 	<ul style="list-style-type: none"> • Use equipment properly • Walk on blacktop 	<ul style="list-style-type: none"> • Walk • Hold equipment • Keep hands to self 	<ul style="list-style-type: none"> • Walk • No chasing or playing
T	TEAM PLAYER	<ul style="list-style-type: none"> • Cooperate with others • Share • Be helpful 	<ul style="list-style-type: none"> • Pick up self + 2 pieces 	<ul style="list-style-type: none"> • Listen & watch • Remind others to listen 	<ul style="list-style-type: none"> • Share • Take turns • Follow rules 	<ul style="list-style-type: none"> • Stay with your class • Keep yourself under control 	<ul style="list-style-type: none"> • Throw paper in trash
A	ACHIEVER	<ul style="list-style-type: none"> • Do your best work • 350+ • Be on task 	<ul style="list-style-type: none"> • Eat a healthy balanced diet 	<ul style="list-style-type: none"> • Learn • Pay attention • Think 	<ul style="list-style-type: none"> • Participate 	<ul style="list-style-type: none"> • Be on time • Be ready to work when you go into class 	<ul style="list-style-type: none"> • Use supplies wisely • Practice good hygiene
R	RESPECTFUL & RESPONSIBLE	<ul style="list-style-type: none"> • Listen • Obey • Follow directions • Be kind 	<ul style="list-style-type: none"> • Use good manners 	<ul style="list-style-type: none"> • Respond appropriately • Raise hand 	<ul style="list-style-type: none"> • Use kind words • Include others 	<ul style="list-style-type: none"> • Use kind words • Act appropriately • Use a quiet voice 	<ul style="list-style-type: none"> • Respect privacy • Stay in own stall



STAR VIEW SCHOOL

A California Distinguished School and GATE Magnet School

15679 Newland Street, Westminster, CA 92683

(714) 897-1009

School Site Council Meeting #1 Minutes

September 24, 2:45

Zoom Link: <https://ovsd.zoom.us/j/86577090268>

Meeting ID: 865 7709 0268

A. Call to Order

The SSC Meeting of September 24, 2024, was called to order by Laura Fuller and seconded by Principal Bentley at 2:50 PM.

B. Roll Call

Members present: Jeanne Bentley, Lara Fuller, Barri Williams, Buu Nguyen, Holly Phu, Natalie Shay, Khoa Nguyen, Tomo Nakamura. We have two new members this year.

C. Welcome & Introductions

Principal Bentley welcomed all in attendance, and introductions were made.

D. Agenda Adoption -- Meeting of SSC September 24th, 2024.

The principal reviewed the meeting agenda. There were no questions. A motion by Lara Fuller and seconded by Natalie Shay. Voting: Yes 9 No 0

E. Minutes—The Committee reviewed the details of the meeting from last April's agenda. There were no questions. Approval of the Minutes from our last meeting, 4-16-24, was proposed. Barri Williams made a motion, seconded by Jeanne Bentley, to approve the meeting minutes as submitted.

Voting: Yes 9 No 0

F. Public Comment/Communication to SSC-None

G. Reports

- a. SPSA Budget Update. We received \$110,700 for our Title 1 budget this school year. Based on parent input from SSC, Principal Coffees, ELAC, and staff, we allocated the budget among our four goals: ELA, Math, Parent/Family Engagement, and Student

Engagement. Programs and purchases were shared. With rollover money, we received about 10,000 more.

- b. Some of the items purchased and approved last year were the office board, student planners, training and conferences, substitutes for planning, Comm. Liaison/Buu for extra hours, fees/permits for Brain Pop, ST Math, Heggerty, Mystery Science, Worldly Wise, Generation Genius, outside services and instructional supplies, PLTW hands-on science teaching, music, subscriptions for Scholastic News, and VEX materials.

H. Reports

I. New Business

c. SSC -- Overview and Training

Principal Bentley provided an overview and training of SSC responsibilities. SSC members did not have any questions.

Understanding the SSC Bylaws - Review and Approve

SSC members reviewed the bylaws. SSC members did not have any questions.

d. Elections

- i. **Chairperson** -- presides over all meeting of the SSC; signs letters, reports, and other communications for the SSC
- ii. **Vice-Chairperson** -- presides over meetings of the SSC when the Chairperson is absent.
- iii. **Secretary** -- keeps the minutes of the SSC meetings; sends the minutes to the members, the Principal, & other persons the SSC deems appropriate.

A motion by Jeanne Bentley and seconded by Barri Williams to approve the following roles: Chairperson: Lara Fuller, Vice Chairperson: Barri Williams, Secretary: Jill Schoch.

Voting: Yes 9 No 0

e. Comprehensive Safety Plan -- Review and Approve

After reviewing the site's Comprehensive School Safety Plan, members discussed the importance of connecting SEL and Special Education students. We discussed attendance, which is high, but tardies are not good. Barri Williams made a motion to approve the safety plan, which was seconded by Natalie Shay.

Voting: Yes 8 No 0. Lara Fuller needed to leave early but read over the plan earlier. Jill Schoch also read over the plan before the meeting and signed it.

*****Every member needs to sign the plan - come by the office tomorrow to sign.**

J. Roundtable/Discussion.

- Does Tuesdays at 2:45 work for everyone? We could choose a different day if it would work better for the group. The consensus was that Tuesdays and Thursdays are best.
- Next meeting: It is set for Oct. 22, 2024, but it is during conference week, so it will need to be changed.
- The group liked the Coffee Cart idea for SDC students-school connectedness
- Room Parents this year - will help with connecting parents and school

K. Adjournment

A motion to adjourn at 3:35 was made by Jeanne Bentley and seconded by Natalie Shay

Voting: Yes 8 No 0



STAR VIEW SCHOOL

A California Distinguished School and GATE Magnet School
15679 Newland Street, Westminster, CA 92683

School Site Council Meeting #1 Agenda

September 24, 2:45

Zoom Link: <https://ovsd.zoom.us/j/86577090268>

Meeting ID: 865 7709 0268

Legal Requirements: (checked topics will be covered at *this* meeting)

X	Training		Consolidated Programs Overview		Attendance		EL Program & Language Census - R30
	Parent Involvement Policy		Home-School Compact		SPSA Development		Needs Assessment
	Uniform Complaint Procedures		Assessment/Curriculum/Program Effectiveness	X	SPSA Budget		LCAP Input
	Parent Education Opportunities	X	Safety Plan Review/Approval		SPSA Review/Approval	X	Bylaws

A. Call to Order

B. Roll Call

C. Welcome & Introductions

D. Agenda Adoption -- Meeting of SSC on September 24, 2024

E. Minutes -- Approval of Minutes from last meeting (last year,

F. Public Comment/Communication to SSC

G. Reports

a. SPSA Budget Update

H. Old Business

I. New Business

- a. SSC - Overview and Training
 - b. Understanding the SSC Bylaws - Review and Approve
 - c. Elections
 - i. Chairperson -- presides over all meetings of the SSC; signs letters, reports, and other communications for the SSC.
 - ii. Vice-Chairperson -- presides over meetings of the SSC when the Chairperson is absent.
 - iii. Secretary -- keeps the minutes of the SSC meetings; sends the minutes to the members, the Principal and other persons the SSC deems appropriate.
 - d. Comprehensive Safety Plan - Review and Approve
- J. Roundtable/Discussion
- a. Next Meeting Oct. 22, 2024, at 2:45 PM
- K. Adjournment